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ABSTRACT

This guide was developed to help people meet the challenge of developing early childhood programs that are inclusive of all children, regardless of disability. The manual was written in the spirit of a quilting book. in its recognition of the importance of the quiltmaker's (and the program developer's) own adaptations, creativity, and inspiration. Quotations from quilting books and illustrations of popular quilting patterns are included in the margin notes. The manual was assembled from conversations with people in Ohio who have created inclusive environments, and the text is primarily excerpts from those conversations. Concepts covered include the meaning of integration, strategies related to integration, characteristics of children with disabilities, developmentally appropriate practices, management of the classroom environment, the philosophy of a family-centered approach, collaboration, changes in approaches to serving young children with disabilities and their families, leadership, conflict resolution techniques, and problem solving strategies. Its chapters have the following titles: "Designing the Pattern: The Idea of Integration," "Preparing the Fabric: Children," "Piecing the Quilt Tops: Families," "Assembling the Layers: Collaboration," "Stitching along New Lines: Change," "Binding the Edges: Leadership," "Smoothing Out the Wrinkles: Conflict Resolution," and "Tying Up Loose Threads: Solutions." (References accompany each chapter.) (JDD)

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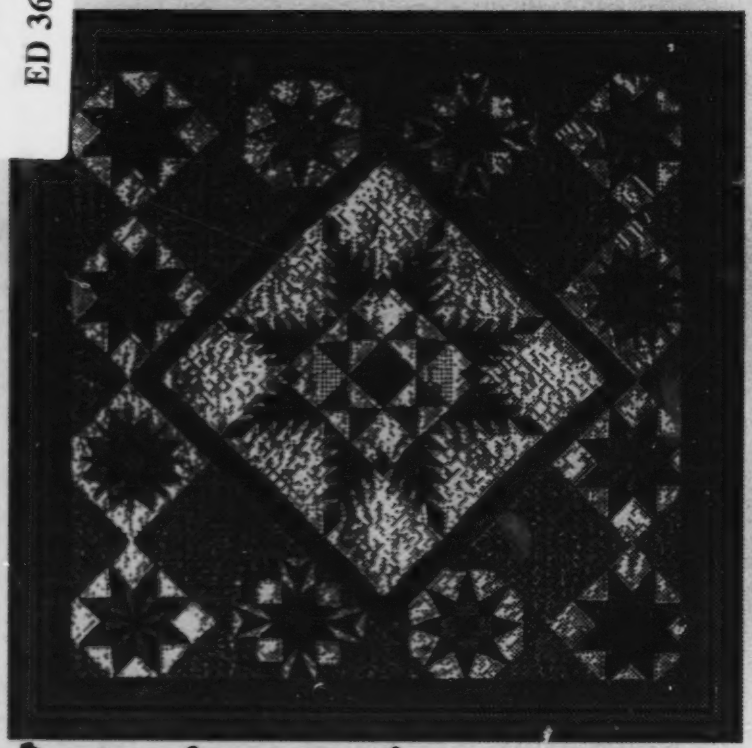

Quilting Integration

A technical assistance guide on integrated early childhood programs.

EC 302 427

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QUILTING INTEGRATION:

A TECHNICAL ASSISTANCE GUIDE ON INTEGRATED EARLY CHILDHOOD PROGRAMS

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References On Quilting

Artisans Quilt Book

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Forward

Take a variety of fabrics: velvet, satin, silk, cotton, muslin, linen, tweed, men's shirting; mix with a variety of notions: buttons, lace, grosgrain, or thick silk ribbon lithographed with city scenes, bits of drapery, appliqués of flora and fauna, honeymoon cottages and clouds. Puff them up with: down, kapok, soft cotton, foam, old stockings. Lay between the back cloth a large expanse of cotton batting; stitch it all together with silk thread, embroidery thread, nylon thread. The stitches must be small, consistent, and reflect a design of their own.

The inexperienced eye will be impressed by the use of color, design, appliqué, and pattern, but the quilter will hold the work between her fingers and examine the stitches. Or she will lay out the quilt and analyze the overall pattern the stitches follow. The quilting can resemble birds and flowers and hearts afire and fleurs de lys. It can look like anything....

Whitney Otto. 1992. *How to Make an American Quilt: A Novel.* Boston: G.K. Hall and Co. Pages 270-71.

I believe that our aesthetic sense, whether in works of art or in lives, has overfocused on the stubborn struggle toward a single goal rather than on the fluid, the protean, the improvisatory. We see achievement as purposeful and monolithic, like the sculpting of a massive tree trunk that has first to be brought from the forest and then shaped by long labor to assert the artist's vision, rather than something crafted from odds and ends, like a patchwork quilt, and lovingly used to warm different nights and bodies.

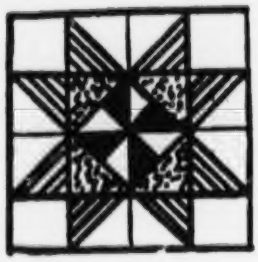
Mary Catherine Bateson. 1990. *Composing a Life.* Plume/Penguin.

"Did you ever think, child," she said, presently, "how much piecin' a quilt's like livin' a life? And as for sermons, why, they ain't no better sermon to me than a patchwork quilt, and the doctrines is right there a heap plainer 'n they are in the catechism... You see, you start out with jest so much caliker; you don't go to the store and pick it out and buy it, but the neighbors will give you a piece here and a piece there, and you'll have a piece left every time you cut out a dress, and you take jest what happens to come. And that's like predestination. But when it comes to the cuttin' out, why, you're free to choose your own pattern. You can give the same kind of pieces to two persons, and one'll make a nine-patch and one'll make a wild-goose chase, and ther'll be two quilts made out o' the same kind o' pieces, and jest as different as they can be. And that is jest the way with livin'. The Lord sends us the pieces but we can cut 'em out and put 'em together pretty much to suit ourselves, and there's a heap more in the cuttin' out and the sewin' than there is in the caliker."

From *Aunt Jane of Kentucky* (1898) by Eliza Calvert Hall, in Adelaide Hechtlinger, *American Quilts, Quilting and Patchwork.* (1974) Harrisburg, Pa.: Stackpole Books.

Chapter 1
Introduction

Chapter 1: Introduction



For the past three years the Early Integration Training Project (EITP) has been offering information and resources to parents, teachers and administrators around Ohio who are concerned about young children. At the same time EITP trainers have been learning about how to make early childhood programs that are inclusive of all children, regardless of disability, from the people who are doing just that.

Many participants in the fifteen-hour training series have told us that they want to know more: more about how to do it, more practical ideas for integrated early childhood programs. Early childhood personnel and parents of young children with disabilities often feel as though they are having to solve problems for the first time, sometimes because they are, and sometimes because they have not had access to information about how others have solved similar problems. As anthropologist Mary Catherine Bateson writes in Composing a Life:

> *In a stable society, composing a life is somewhat like throwing a pot or building a house in a traditional form: the materials are known, the hands move skillfully in tasks familiar from thousands of performances, the fit of the completed whole in the common life is understood.... But the traditional craftsperson does not face the task of solving every problem for the first time... Today, the materials and skills from which a life is composed are no longer clear. It is no longer possible to follow the paths of previous generations..*

We live in a time of dramatic changes. For many years we have taught and learned that "special" children belonged in "special" places, where specialists would give them "special" help. Now we see that what parents most want for their children — all their children — is regular lives in regular places in the community, surrounded by friends, with opportunities to share their gifts and talents. We are challenged to change the way we organize ourselves and do business.

This guide was developed to help people meet that challenge. But the information presented here is offered with a caution: *There are no recipes or patterns or models for inclusive programs that can simply be copied from one place to another.*

This manual was written in the spirit of a quilting book. A book about quiltmaking may include pictures of quilts and examples of designs, but it recognizes the importance of the quiltmaker's own adaptations and creativity and inspiration. Most quiltmaking books give practical suggestions and examples, but they assume that each completed quilt will be unique in many ways, even those that share a common heritage and design. We have included in the margin notes quotations and illustration from popular quilting quotes to reinforce the theme.

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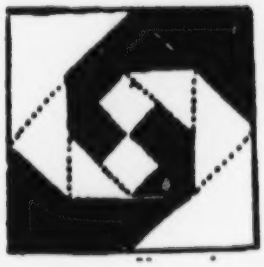

The authors of this book urge you to use the information as a quiltmaker might use what she or he reads in a quilting book. Be inspired by what others have done, but believe that you have the skill and the persistence to create something utterly new. As one quilting book advises:

> *No one can tell you the "right" way to make a quilt or a quilted project. All they can tell you is what their way is.... If your ideas fail to turn out quite as planned, they will still provide you with a valuable learning experience. As a beginning quilter, it might seem as if a perfectly finished project is your main goal. In time, you may come to find, as have many quilters, that the real benefits of quiltmaking lie in what it teaches us about ourselves — lessons about patience and ingenuity. Or, to paraphrase John Ruskin, the highest reward for our toil is not what we get for it, but what we become by it.*
>
> Willow Ann Soltow. 1991. Quilting the World Over. Radnor, Pa.: Chilton Book Company. Page 3

Patience and ingenuity are qualities for which all of us who are associated with young children hope. As we become more self-aware and self-confident, we become better environments for young children. We can more effectively support their growing self-awareness and self-confidence. And we learn that we can do this for all children, whether their development is typical in most ways or in only a few ways.

Change is often frightening, because we have to change. Sometimes we may feel we lose something we value in the process: valued roles, certainty about how to do things, things that contribute to our sense of who we are and our worth. When we are frightened or anxious, it becomes harder to let go of things and trust what is new. Yet trusting the future, as well as the past, is what is called for.

We encourage you to invent, assemble and create as you go. "Grow your own program," is the way one EITP trainer puts it. So much of our training and professional culture discredits improvisation, and yet that is what seems to yield real community inclusion, whether of adults leaving public institutions or very young children entering preschool. What people who are doing inclusion say over and over again is what the teacher says in the videotape Regular Lives, "It's a learning experience every day." There is no single right answer to discover, but there are countless possibilities to explore. As Albert Einstein said, "Imagination is more important than knowledge."

Many EITP training participants have tried to discover, rather than invent, a way to do early integration. They ask for more answers, more examples, more specifics. Yet inclusion is something to be created, invented, improvised. Here is Mary Catherine Bateson again:

> *Because we are engaged in a day-by-day process of self-invention — not discovery, for what we search for does not exist until we find it — both the past and the future are raw material, shaped and reshaped by each individual. p.*

How we wrote this guide

To assemble this book, we turned to people around Ohio who we, the authors, knew were involved — as consumers, teachers or administrators — with early childhood programs that include children who have disabilities. We drew largely from people we had met through EITP sessions in all corners of the state. We were not seeking information about perfect, problem-free inclusive programs, because it is unlikely that there are any. We talked with people who we thought were asking good questions, not who had all the answers. We looked for people who were struggling with good problems, not who were problem-free. In other words, they are people like us who are trying to learn, day by day, how to create inclusion.

We asked people for stories about their work. We recorded and transcribed those conversations. Those conversations form the basis for this manual. We had a framework of ideas and topics we wanted to explore, but the content is largely the product of those conversations.

Storytelling is a way that people can compose a history of inclusion that tells about the initial attempts, motivations, and the experiences, both failures and successes, from which we all can learn. We hope that this collection of stories represents a beginning point and not an ending point. We encourage people throughout Ohio and across the nation to continue telling stories about inclusion of young children, so that we can all continue to learn.

Down the years, the surviving quilts have become the strong books of our past. Especially for those who made them, they evoke vivid pictures of memories sewn tight within the pattern. (Ickis, 268)

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In this book many ways of making quilts sare described. Some are very simple and can be accomploshed even by those with an absolute minimum of sewing ability or design experience. Others are more intricate and will inspire the person whose background in sewing or in art is extensive. (Laury, 8)

The designs are versatile, and the more inventive reader is encouraged to interpret freely. Our primary concern is to communicate our projects simply and clearly. (Gobes, 11)

We talked with people from the following Ohio programs:

Achievement Center for Children Technical Assistance Program (TAP) is one of many programs and services offered by the Achievement Center for Children, a private, non-profit, United Way funded rehabilitation agency in Cleveland, Ohio. Resource teachers with expertise in child development and knowledge about community organizations which specialize in services for children with disabilities and their families provide consultation and on-site assistance. They work directly with families, administrators, school and program staffs and family day care home providers to plan for the inclusion of children with disabilities into regular school or community programs. Strategies for the preparation of both adults and children, on-site consultation and support and ways to work with community resources are offered. Equipment may be loaned on an as-needed basis. Families, administrators, teaching and/or child care staffs are helped to work together to develop the best plan for the child with disabilities, his or her family and for the class or group. This program began in 1980 and has to date worked with more that 600 families. The program coordinator is ***Doris Johanson*** and the resource teachers are ***Sandy McCann*** and ***Tom Masterson***.

Athens County Board of Mental Retardation and Developmental Disabilities (MR/DD) operates the Beacon School in Athens City which includes a preschool class. The program seeks to involve a wide variety of typically developing young children in their program for preschoolers with disabilities. ***Penny Monroe*** is the early childhood special education teacher in that program.

Celina City Schools have worked with ***Jane Schelich*** and her family to promote and facilitate the process of inclusive education. Jane is a parent and educator whose child is enrolled in Celina.

Centerville City Schools Kindergarten is located in a district-wide kindergarten building, which houses over five hundred five-year-olds. The Young Fives program is one of a variety of programs in the building. ***Jan Brickley***, an administrator with Centerville City Schools, explains, "We have encouraged, with success, parents of children who have those late summer and early fall birthdays turning five, rather than keeping them home, to send them to school, and what we will provide is essentially a two-year program with a different curriculum when they are five, feeding into a regular program when they are six, but keeping them a full day when they are six." Eight children with disabilities, who were formerly part of the segregated public school program, receive support from a special education teacher, a full-time aide and a half-time aide. The children are in the integrated classrooms a half-day in the morning with either the teacher or an aide accompanying them. In the afternoon they are in the special education classroom, where they receive therapies and more highly intensive kinds of remedial work. ***Ken Leibrock*** is also an administrator with Centerville. ***Cathy Moore*** is the special education teacher at the Centerville Kindergarten Village.

Centerville City Schools Preschool has evolved from a segregated classroom in a public school K through 5 building to a program in which three- and four-year olds are included in the Pathfinders program. Pathfinders is a public preschool supported by a grant from the Division of Early Childhood through Centerville, Kettering, and Kettering Adult School. Three-year-olds attend Monday through Thursday morning. Four-year-olds attend Monday through Friday afternoon. The fourteen children represent a range of disabilities from severely-impaired, wheelchair-bound, nonverbal, very physically involved, to children who need speech therapy only. ***Terry Setler*** is a preschool special education teacher in the Pathfinders program.

It is indeed a pradox today that, as life moves toward standardization in many areas, it moves at the same time toward diversity of self-expression. This is true in the fine arts and in skills such as gourmet cooking, and it is true in needlework as well. (Foreword to Laury)

When I was a child, quilts held a sense of mystery for me, seeming to speak of another time and place, and usually a story was involved. (Bacon, 16)

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Within the folds of the quilt are pieced the dreams of the men and women who were resting a place of their own from the unsubdued wilderness: their hardships and their faith, their play times and their workday lives, their political battles, the deep-moving forces of their religion, the hearbeats of all those who were laying the foundations of a new country. (Bacon, 26)

Child Development Council Head Start (CDC) serves over 700 three, four, and five year old children in Franklin county. CDC Head Start has numerous cooperative arrangements with various agencies serving children with disabilities including the Franklin County Board of MR/DD, the Nisonger Center of the Ohio State University, and Whitehall City Schools. Head Start in general has had a mandate to provide enrollment opportunities for children with disabilities since 1972. ***Pam Slater*** is the Special Needs Coordinator for CDC Head Start.

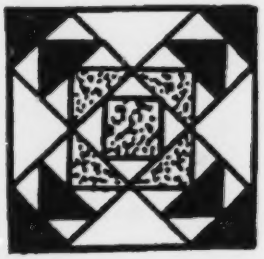
Crooksville Preschool is a Preschool Plus site in Perry County. Six children are in the Preschool Plus unit, which has a teacher and an aide. Unlike the Somerset Center, which has an open floor-plan, the Crooksville Center is located in a former high school gymnasium, with separate classrooms around the large gym. The Preschool Plus class has its own room, where the children start the day at 8:30 a.m. By 9:00 they begin to come to the class for their age group. For example there are fifteen four- and five-year-olds, including three children from the Preschool Plus class. ***Alicia Cornell*** is center director.

Darke County Board of Mental Retardation and Developmental Disabilities provides services for children with disabilites, birth through age 5, at its site in Greenville. Their program includes children who are typically developing as well as young children with various disabilities. In addition, the program cooperates with a variety of community early childhood providers. ***Paula Farmer*** is a Speech, Language and Hearing Therapist who has worked in the area of early childhood since 1982. ***Toni Custer*** is an Early Childhood Teacher in the program.

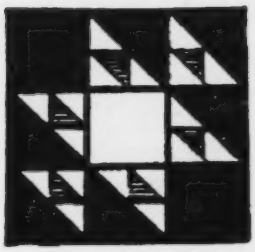
Gallia-Meigs Head Start is a completely integrated setting. Two children with hearing impairments are in the same classroom. The teacher and the assistant teacher have become very proficient in signing for them. Those children attend Head Start three half-days per week. On the other two days they attend the city school unit for children with hearing impairments. Staff from the Southeast Ohio SERRC initially came into the classroom to work with the children on signing and help Head Start teachers get started on their signing. A child who is blind goes to the public school unit for children with visual impairments two days a week and to Head Start three days. "The good part of all that for the kids," according to Head Start Education Coordinator ***Jan Betz***, "is that what Head Start offers and what the schools offer are entirely different. As preschoolers in a public school setting, they are expected to sit, and they have a very structured day. While they're with Head Start, their structure revolves around eating and playing and brushing their teeth and socializing. Those kids are getting a really excellent integrated program at this point. We do not take any of our children out of the classroom for any purpose. We don't have any specialists to come in and remove the kids from the classroom for any additional work. "

Indian Run Preschool in Dublin serves children ages three through five in two and one half hour sessions one, two, three, or fours days per week. It is an outreach of Indian Run United Methodist Church and is dedicated to meeting the needs of all children attending. ***Dana Lambacher*** is the Program Director and ***Mary Gallo*** is one of the program's teachers.

Quilt making is one of our few remaining folk arts. One of the distinguishing factors of any folk art is that the art objects are consumed, or used, by the people who produce them. (Laury, 16)



Before learning how to quilt, one should realize that it is more than a "loving hands at home" craft. It is a proud and venerable skill so ancient that nobody knows exactly where or how it began. (Mountain Artisans, 1)



Montessori Community School in Newark offers full day child care from 6:30 A.M. to 6:00 P.M. daily. About 200 children are in different kinds of programs at different times of the day. At the time of our interview, one of the programs was Ready, Set, Go, sponsored by Licking County Schools, for preschoolers and kindergartners who need special education. As an afternoon preschool program, Ready, Set, Go at Montessori takes advantage of both the resources they have to offer and the advantages of the Montessori setting. Betty Luedtke, teacher for Licking County Schools, explains, "What happens is in the other rooms when they outgrow their naps, they come into our room, since we are the only classroom that doesn't have nap time. That's how we've grown so. I think we started out with four Montessori students, and we've ended up with nineteen. Plus, some people want afternoon preschool. We have four Montessori kids who come in just for our preschool." ***Helen Moore*** is the school's director, and ***Bertha Stigger*** is a Montessori teacher who co-teaches with Betty. ***Deb Husk*** is a parent of a child who has attended the integrated program at the school. ***Betty Luedtke*** is a cooperating early childhood special education teacher at the Montessori school whose position is funded by the Licking County Office of Education.

Preschool Plus is the preschool special education program operated by the Perry County Board of Education. The program emphasizes providing specialized services to young children, wherever they may be, and in ensuring that there are places available in integrated settings. During the 1991-92 school year thirty students received services in seven different sites, including private and public preschools, Head Start, kindergarten and at home. The board of MR/DD no longer provides preschool services. ***Beverly Sidwell***, Special Education Coordinator for the County Board of Education, coordinates Preschool Plus for all four school districts in the county. ***Beth and Gene Gable***'s son Edgar is a Preschool Plus student in New Lexington.

Putnam County is a rural county in northwest Ohio with the population spread across a number of small, agricultural towns. Head Start, like other programs in the county, is decentralized, because the population is decentralized. Child care programs are usually in local churches, run by the churches. ***Marcie Osborn***, early intervention and public preschool coordinator for the County Office of Education, is described as someone who "knows the community. She knows that bringing them all together in Ottawa, which is their big town, and saying we're going to do something in Ottawa isn't going to work for people who live in Ottoville and Columbus Grove and Miller City, because they have a very strong local identity, and they all have programs, and they use other churches." For example, Sunbeam Preschool has been running "forever" in a Methodist church. The Putnam County Board of Education Public Preschool grant assisted with funding to help Leipsic school district purchase a portable building, where Sunbeam Preschool (a church-run preschool) is integrating programming with Head Start. The program includes children with disabilities. ***LaDonna Hoffman*** is the Director and Head Teacher of the Ottawa-Glandorf Titan T.I.K.E.S. Preschool in Ottawa and ***Theresa Beckman*** is the cooperating special education teacher who works at that site. They also wanted to acknowledge all of the staff who contribute to their program in Ottawa.

From the study of wall paintings and other art forms, historians have determined that the piecing of cloth shpes to form checkerboard and other geometric patterns was known in Egypt a thousand years before the birth of Christ. (Brown, 32 Patchwork)

Somerset Learning Center is a privately owned preschool and child care center in rural Perry County, about 50 miles southeast of Columbus. The license allows 32 children to attend at one time, although the group typically ranges from 20 to 28 children. Most of the children are from three to six years old, but school-age children also come for a before- and after-school program. ***Libby Dittoe***, the center's owner, was approached by the county board of education to house a unit of the Preschool Plus program. She was hired as the teacher of the Preschool Plus unit. The seven or eight children in the unit attend three days a week. The center is an open building, divided into activity areas. Children in the Preschool Plus program move freely among the areas, along with the other twenty children who come for preschool or child care. The main purpose of the effort is to include children with delays or disabilities in an integrated setting.

The aspect of quilting that interested me most was how the quilt seemed to have served not only as a means of providing necessary warmth, but also as an outlet for an inherent longing for beauty and decoration. (Bacon, 22).

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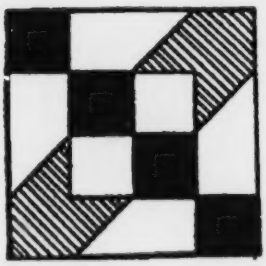
A quilt is a wonderful, exciting, personal project and one which can involve an individual to whatever lengths she is willing and able to go. (Laury, 17)



Wee Cherish Christian Daycare and Family Life is a type A in-home daycare center. This type of center operates in the provider's home and is limited to twelve children at one time. Full-day child care and nursery school options are available. The children range in age from six months to six years. Director ***Iris Henderson*** explains, "This is a unique program for integrating children with disabilities. We are only one of ten or twelve of this kind of nursery school in the state. It seems that the law was passed about five years ago permitting this type of program, but they've been slow to catch on, probably because people are scared to death to have state inspectors come to their house. When the state inspectors came, they had me help them with the inspection, because they didn't know what to do, because they had never done one." ***Diane Gerst***"s son Trevor participated in the program, prior to his enrollment in regular kindergarten.

YWCA Learning Tree Preschool in Westerville offers morning and afternoon sessions for three, four, and five year-old children. The program is in its third year of cooperating with the Franklin County Board of Mental Retardation and Developmental Disabilities in placing County Board Staff and children within the YWCA program. A County Board teacher and aide are permanently placed at the preschool. Related services staff are assigned on a part-time basis. ***Linda Bright*** is the Director of the preschool.

We also spoke with **EITP regional coordinators *Lisa Barnhouse*** of Hillsboro, ***Cindy Detwiler*** of Youngstown and ***Carol Quick*** of Toledo.

Getting Started

We spoke with people from these programs about how they got started in early integration. They spoke about the excitement and the fear; the successes and the false starts. Sometimes inclusive programs evolved out of early attempts to try new things; sometimes they represented a planned development.

When people wanted something different, we responded.

There were parents that weren't satisfied with what was available for their children, and they said to me that they wanted something different. So then I said to the superintendents, "People want something different, and as soon as there's any money, we owe it to these citizens, these members of our community, to do some things for their children." The parents were patient enough to wait until we had some money. I'd like to think the Perry County Schools would have done that before. It's just that we're in the middle of school districts that are going into the state loan fund right and left, and the money just wasn't there. I think if the money hadn't become available, it wouldn't have happened. We started the first year that we could get any money. It was $500 of federal money. Some other places didn't bother to get the money. What can you do with $500? Well, with $500 you can buy materials, so that when you get more money you can hire somebody, and they'll have something to work with. So the first year, the first money we spent on language development materials. We set it up so that kids would get some language development services through the speech therapy at the schools. That's how we started. Then it went on from there. Just when there was some more money, we had parents who said, "Well, I know you can do this because you've already done some things for so-and-so's son!" (Bev Sidwell)

...as England, fearful of losing its monopoly, would not allow looms or other tools of clothing industry to be exported to the New World, no local cloth was available and women had to rely on the infrequent and expensive shipments from the mother country. Thus quilts continued to be made from left-over material and patches. But now the quiltmakers began to make a virtue of necessity. They began to invent patterns and took pride in creating complicated and interesting patchwork designs. (Staub-Wacksmuth, 10)

We wanted to know how to help all children.

[The idea] was my boss', Mary DeCenzo. Her husband's sister has Down [Syndrome], and her mother-in-law heard about the Ascension Lutheran program and was very impressed. I went to a directors' support meeting and met Clare Ritzler, who was at that time Director of Ascension Lutheran. Clare just started talking, and she was still bubbling and so delighted about being able to work with Franklin County [MR/DD], she just went on and on. I came back and shared with Mary what I had heard from Clare. [Her reaction] was, "I really want to do this," and so we went over and visited Ascension Lutheran and were very impressed. We contacted Franklin County, had our initial meetings, and then over the summer everything got worked out. Our staff was really small, and when I came back from all these visits of course I had to tell them everything, so they knew what I was doing, and that it was something I was interested in.... I've always had children in our program that had problems that I couldn't solve, and it always bothered me. We have been the ones struggling to try to help these children, and we don't have the background to do it. (Linda Bright)

Quilting escaped the boundaries of tradition in recent years to such an extent that it is often barely recognizable as quilting. Yet, the tools of today are the same as those of long ago. (Brown, 12)

Our preschool moved from the segregated setting.

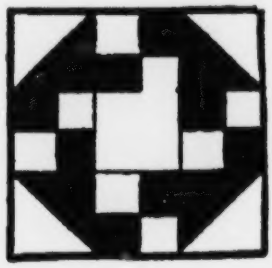
Two years ago in 1989 the Putnam County Board of Education took over the preschools that traditionally had been run through the MR/DD program. The two-year transition plan called for opportunities for all five classrooms to have integration and to pull them out of a segregated setting. Funding for the public preschool grant came in the summer of 1990. This allowed two of the five programs to include children with disabilities and children from low-income families. Theresa's program was the first segregated preschool that was pulled out of the MR/DD program and integrated with a typical preschool. This second year of the two-year transitional plan, we've been able to get all the other preschools out of the segregated setting out into elementary buildings. Currently all five classrooms have opportunities for integration. (Marcie Osborn)

School-age children went to public school, and preschoolers came to us.

In the beginning our school was all school-aged children, and our preschool was located in a church basement. As the preschool grew, the school-age was being mainstreamed out. We started mainstreaming in this county, from what I hear, early. It just seemed to work out that we were losing a lot of school-age children as we were gaining a lot of preschoolers. Eventually the preschool came to the school-age building, and the preschool grew and the school-age diminished. This year all the school-age children are out and this building is totally preschool. We have an entire building that is staffed for the preschool and it's a child-size building, so we didn't have to convert it. We have regular classrooms, therapy rooms, and a gymnasium, the things that we need to assure that the kids are getting the types of attention they need. We also have our own busing system. It all worked out very well for us. As far as the equipment, the personnel we've been able to hire. The teachers got the certification they needed to transfer from being school-age to preschool teachers. I think we've had a really good response from the community as well. This has been obvious at levy time. (Paula Farmer)

Our integrated program evolved naturally.

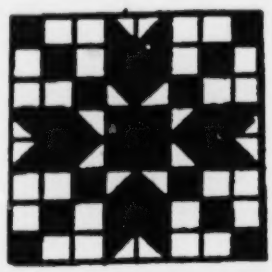
In the programs that I supervise, these things probably evolved more by accident than by program design, frankly, from just having some of our Learning Disabilities teachers considered part of teaching teams for the particular grade levels. And the idea of having some of the kids, especially for science and social studies, be in a particular classroom has developed out of the teaming that we do naturally. (Ken Leibrock)



One mother asked, so we did the best we could.

[One child's] mother just asked me if I'd take her daughter and I said yes. Samantha's cousins were in our first group of children and were with us for three years. So then when they wanted preschool for her, they asked us and we said sure. It didn't even occur to me to say no. (Iris Henderson)

It was a preschool that June was familiar with, and she didn't want anything to do with segregated services. June was the kind of person who just assumed that Iris would take her. I was chair of the county board of MR/DD at that time. I told June that if they needed some help with her daughter, she should let us know and we would do something about it. Iris was trying to accommodate June. She didn't know there was any help available. She kept telling June that everything was okay. They could have used some more help. (Diane Gerst)



We said we didn't [need any help]. We did the best we could. She didn't tell us why she was asking us. She was a widow, and we wanted to do our Christian duty by her and Samantha. We wanted to make things easy for her. But we could have used it. We really, really could have used help. Really, really, really. At that time, money [would have helped]... We've always been pretty strongly staffed. We've always had three or four or sometimes five teachers at a time, depending on how many children we had and what their needs were. I had an extra teacher for Samantha a lot. I was always sure I had an extra person there, depending on schedules... We kept ahead of the schedule, but we were always sure that there was that little extra cushion there for Samantha. Otherwise we would have had three teachers here, but I would have the fourth one come in from 9:00 to 1:00, something like that. That's what would have helped. (Iris Henderson)

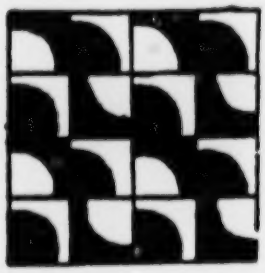
We found out they were just children.

Staff were all a little bit apprehensive because they weren't sure if they were trained to handle children with handicapping conditions. But once the program was underway, "I really don't see any differences in these children." I think we hear the label "handicap" and you think, "Well, my goodness! What is this going to entail?" But I think that they found that these were just children and yes, some of them didn't pick up things quite as quickly, and some of them may need a little bit of extra help in doing some things but they're still children, and I think that after the first week or two of the program the apprehension was gone. It was like, "Oh, these are the children they're talking about." (Libby Dittoe)

We were pushed into integration, but it worked out fine.

I remember the first time I integrated a child. I was the director of a child care center, and I was starting our summer school-age program. A parent on the board insisted that her son with mental retardation be a part of the group. Everybody told me that he was a real behavior problem and I said, "Oh my gosh, nobody will want to enroll their kids in this class or he's going to run off and escape and we're going to be liable for it." And yet, it was probably a good thing that she was on the board, because I was pushed, I had to do it. I didn't have any choice about doing it and it worked out wonderfully. None of the things that I was afraid of happened. (Doris Johanson)

I had to gently instruct.



My husband and I decided that our daughter should leave the MR/DD program to attend the same school and classrooms her sisters attended. With that decision came the realization that I would have to play a much more active role in her education. I got involved in things like reminding someone that a wheelchair does not fare well in deep snow. Please could we have shoveled sidewalks and some ramps for building access? Andrea needs a report of how she is doing in school. Please, could she bring home something on that line when other kids get their grade cards? Andrea needs to learn appropriate social behavior. Please, stop initiating hugging every time you see her. She has never had that habit before. Don't teach it to her now. Andrea needs time to independently interact with kids. Please, don't force an adult to be with her every minute she is on the playground. Andrea is just trying to be another one of the kids. Please, call her by her name. She doesn't need to be reminded of her disability by being called "the wheelchair kid" or "special." (That's generally how the word "special" is interpreted when people use it in reference to Andrea.)... While I will admit I was angry and hurt by some of the things that people assumed, said and did, I realized that it would do no good to spout off about it. Instead I always had to remind myself to try to gently instruct — to be a teacher, so others could learn. That was not always easy, but that approach was absolutely necessary — especially when we came to first grade. Many teachers on the staff were fearful, a few downright hostile. We met quite a bit of opposition in the form of protests that I knew an informed staff might not have. The reason I say this is not to point a finger at anyone. It is to inform other parents that these are things that we ran up against. They were not serious enough arguments to keep us from going on. (Jane Schelich)

Chapter 2
Designing the Pattern: The Idea of Integration

In order to create or expand the capacity of communities to respond to their own members, it is clear that a fundamental activity of change is to welcome people with disabilities into ordinary, rich networks of relationships. To achieve such a welcome, disability and those who carry it must be seen as less threatening and burdensome, if not in fact as unusual gifts to the broader social structure. People must see that disability does not have to be fixed or cured, but accepted and challenged. The individual must be welcomed, celebrated and listened to, challenged and supported in every environment to develop every talent that he or she potentially has.... His/her contributions must be facilitated and used for the betterment of the wider group.

Judith Snow, "The Role of Disability in Shaping Responsive Community," in Design for Accomplishment, John O'Brien, ed., 1990

Integration: What does it mean?

Integration is a broad term which refers to the opportunities for the student with a disability to have access to, inclusion in, and participation in all activities of the total school environment. Effective integration means planning and providing maximal opportunities for interaction between... students [who do not have disabilities] and their peers who have disabilities.

Biklen, Lehr, Searl and Taylor, 1987

I think that full inclusion is the way to go for these youngsters. I think that integration programs that just get kids together because they're next door to each other in a building or grouping them together an hour a week or an hour and a half a week is not really the same thing. When children are enrolled in the same class, they get to know each other better, and friendships are more apt to develop. (Doris Johanson)

Proportion, or the size and relationship of forms to one another, plays an important part in a balanced composition. You can learn a great deal about balance and proportion by studying objects from nature. (Brown, 131)

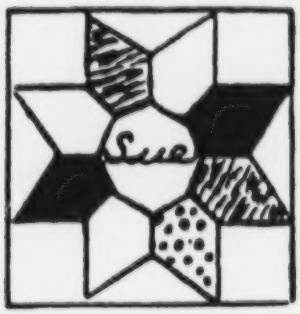
Some important things to remember about young children

Full inclusion means no child is too severely disabled to benefit from integration.

The process of designing involves selecting, abstracting, simplifying, and rearranging a series of mental images...Your designing abilities will improve if you cultivate the habit of observing and analyzing your surroundings whil keeping in mind the basic elements of design. (Brown, 128)

The other thing that impressed me was, they were asking us one night: what should be the criteria if we would take a child [with a handicap]. People had all kinds of suggestions of what should they be able to get out of it. The conversation was very skillfully brought around to the fact that — they really got through to me — if the child could get anything at all, even if they couldn't move, if they would get a social benefit from being with other children and being in a situation like this, if all they could get was eye response, then it was a benefit to integrate. (Iris Henderson)

Positive outcomes for children — both those with disabilities and those developing typically — occur in integrated settings.



The one advantage that I hadn't thought of, that three of the four Learning Disabilities teachers happened to mention, was that they were surprised at what their kids were able to do when they were in the regular classroom, and that's something I never dreamed of seeing. (Ken Leibrock)

- Children are more willing to participate.

This fall we had parents to conferences.... The parents of the Preschool Plus students were very excited, they'd seen a change in their children socially. The children were more willing to participate in group activities and weren't as withdrawn in public, the parents felt, as they had been.... I would say, even from the time I started here, we've seen a change in the children being willing to jump right in and participate in anything, instead of holding back and saying, "I'm not really a part of this," or, "Do I need to do this?" They know they're welcome and readily come in and participate. (Alicia Cornell)

- Children and adults more readily accept differences.

I saw this program as a way to begin to eliminate some stereotypes that children may develop as they get older.... If they saw all kinds of children, and grew up with all kinds of children, later on they wouldn't have the uncomfortableness that sometimes people have when they are with people with disabilities, just because they've not been around them on a regular basis. I thought that would help to eliminate that and make children see children with handicaps as just other children. Maybe they might need some extra help or some extra equipment, but still there's a lot that they have in common with them. (Libby Dittoe)

- Mutual learning takes place.

I think personally... that the children in the afternoon [integrated class] learn more from one another than they do in the morning. That's what I pick up. Because they are different. And I pick up on those things because I'm black, and I'm 6 foot 3. I pick up on these things. At first if anyone else would come in, they'd see Collin and David. They'd say, "That's nice, David is teaching Collin something." But I see that Collin is teaching David something, teaching David how to be patient, teaching David not to be so here and here and here, where Collin is just like, "Okay, I'll be here for a little while." I see they're learning a lot more from each other than the other classes are. (Bertha Stigger)

Parents of children with disabilities want their children To have friends.

- Friendships have important outcomes.

[Preschool] has proved to be a very good experience for Edgar and a very good experience for us. I'm sure that he's making friends there that he's going to have for a long time.... So maybe when he does get in kindergarten, "There's Edgar. I went to preschool with him." Maybe it won't be such a shock to him, or a shock to the system. "He walks with a walker. It's fun, go try it." Or maybe someone will take up for him when some older kids are making fun of him. (Gene Gable)

- Friendships develop outside the classroom.

I think what you most hope to accomplish is social acceptance, that the child may by the end of the year be invited over to one or two friends' houses or be included in a Cub Scout group. Besides what goes on in the classroom, I think the social integration, the child being accepted outside the classroom is what's important. Hopefully the kids that are a part of this will grow up to be a little less fearful, because they have had somebody in their class or in their school. It won't be such a new thing to them as it was for us. (Sandy McCann)

Integration means not just being present; it means having supports to participate and to form relationships.

- Routines are important.

What helped was integrating children] on a regular basis. Whenever they come into my classroom they can look at what's going on and know what's expected of them.... If we're doing a circle, I have a name for each child on [a square of] wallpaper.... That's their place, so they're already a part of us, because we're prepared for them to come. I think that would make me feel more comfortable, instead of having to look for a place to sit, or who I am going to sit next to. And even though that circle changes every day, your name never changes and your square is always in the circle. (Alicia Cornell)

- Inclusion is important in academic and extracurricular activities.

Quiltmaking, like many revitalized American crafts, is proceeding in an innovative direction. What began as simple reproductions of actique quilts is now contemplated as an art form, and more and more people are seeking to personalize quilts as an expression of contemporary life. (Gobes, 11)

Right now I'm asking all the Developmentally Handicap teachers to get information back to me about percentage of time the kids spend out of contact with kids [who don't have handicaps] and what percentage is in contact with other kids [who do have handicaps]... My guess is that as kids get older, they spend less contact with kids [who don't have handicaps]. And my feeling is that if they can't see a way to do this in academic classes, then we need to think creatively about finding ways to put kids in contact with kids [who don't have handicaps] outside of the academic classes, more than what we have. We never really barred any kids from an extra-curricular activity, but I'd like to see if we could create some things. (Ken Leibrock)

- It is important for children to be with their age-mates.

Whatever we plan for the children of [Trevor's] age, we incorporate him the best we can. We don't put him with two- and three-year-olds.... When we do divide up for activities, if we are dividing according to age, he goes with his own age group. (Iris Henderson)

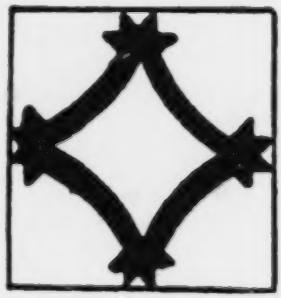
Strategies Related to Integration

How can I "sell" other people on integration?

- Promote the concept positively.

The best thing was the way that Libby Dittoe convinced the community that [integration] was great. Instead of, "Oh, we're going to have kids [with handicaps] in here," she said, "We have this opportunity to have some more kids in our program!" and sold it to them in that regard, that this was an opportunity! That their kids would get the opportunity to meet with some other kinds of kids. She promoted it as a positive thing, so that the kids could see it as a positive thing. (Bev Sidwell)

- Confront fear and prejudice.



There are still a lot of people who are not quite ready for integration. They still have a lot of prejudices. I think it's fear, more than anything, fear of the unknown. "Will I be able to really work with that child?" Some people don't realize how prejudiced they are about some things, until you actually lay it out on the table. They think they're very liberal, until you actually confront them with the situation. You ask them and, "Oh, it's fine!" But then if it's put right there for you to have to deal with, how would you feel? As long as it's down the street, at somebody else's house, it's fine, but when it's right in your row, what are you going to do? How are you going to deal with it? (Pam Slater)

Quilt making offers enjoyment in the process itself as well as pleasure in the finished product. At its best, a quilt is a personal expression- not a mimic of the ideas or designs or color preferences set down by someone else. (Laury, 8)

- Demonstrate strength of conviction.

Honestly, there are people who don't want to see integration work. That's the only bad thing that I've seen. I don't think that the influence of that faction has been significant. It's like I told one person, "This train's leaving. You can be on it, or you can watch it roll by. If you're on the tracks, you're going to get rolled over, because we are going to do this." They got off the tracks! .... A Quaker said that you can't let somebody else determine what you are going to do or be. You have to determine what you are going to do or be. So if you believe something, then you go with it, until somebody comes along and tells you and shows you that you might have been looking at it a little off center, so maybe you ought to look at it again. (Bev Sidwell)

- Support integration of families.

I think the main stumbling block is not integrating the children, it's integrating the parents. We go on field trips to parks. We go to playgrounds. We go to other preschools. We go to a variety of settings with our peers and children with handicaps. The purpose of doing this is to help the parents of the child with a disability see that their child can interact with kids who are typically developing and that the parents are all A.O.K. with it. It is to help them realize that they are integrating their kids when they go to the grocery store, when they go to the doctor's office. When they go anywhere, there's integration taking place. (Penny Monroe)

- Use regular gatherings to discuss the benefits of integration.

I also talked about [integration] on parent night, which I have before school starts. All the parents are invited to come. This year I not only discussed how pleased I was but how well it worked the first year. I had representatives from Franklin County [MR/DD] and two administrators speak this year, which was really nice, because the parents got to hear it from their perspective. It wasn't me saying this was a great idea. It was Franklin County saying, "Your children aren't the only ones benefiting from our program." (Linda Bright)

- Change personnel if necessary.

At one site previously we had people that didn't buy into integration. Integration got lip-service. Children played together at recess and they met in the hallway and at the water fountain and when they were playing on the bikes in the gym and that was the extent of it, because we had people that believed that was the way it ought to be, that there's something about "those" people that — maybe it's contagious, I don't know — but they shouldn't be integrated. But we now have different personnel. Some of the leadership people that had that feeling don't have the influence that they had earlier. (Bev Sidwell)

- Create a spirit of openness about inclusion.

Sometimes in the meetings we have before the kids start, just giving teachers a chance to voice their concerns and feelings is a big part of whether or not they include the child. (Sandy McCann)

- Give everyone the information they need.

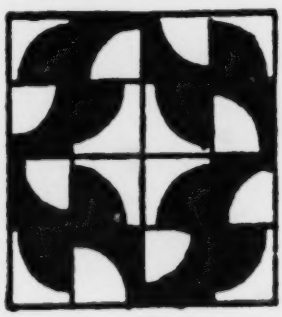
I think it's a good point to have everyone trained who is going to have any contact with the child, not just the one or two people in the room. Everyone needs to get comfortable and understand the disability. (Tom Masterson)

- Be persistent.

Andrea's kindergarten teacher did survive her first school year with inclusive education. She did live to tell about it. In fact, she said that she had learned so much that year that she would do it all again. And guess what, she is doing it again, with a new child in her classroom, just as two other kindergarten teachers in our system are this year. During that first year I learned a lot about being persistent. This whole concept was new, and somebody had to keep track of the "hows" and the needs. When things that should have been done did not get done, I felt that it was due to a lack of awareness. To some people, our little girl in kindergarten was an experiment. At times I felt like a mosquito that buzzed around those who were uninformed, being a nuisance, but I had to do it. If I didn't do it, who would? (Jane Schelich)

A quilt is a work of art, and as with a painting or a sculpture, it requires hours of planning and preparation. There are many incompleted quilts lying in attics' quite a few of them suffered from poor planning and were cast aside. (Nelson & Houck, 188)

There is no particular right or wrong way to design. What is considered good and bad design is often determined by what is in vogue at the time the object is made. Some designs of 20 years ago seem dated, while others continue to delight. (Brown, 128)



What makes integration successful?

- Staff support for classroom teachers is imperative.

We have not embraced the model of doing a circle of friends and putting a child in the regular classroom without professional or paraprofessional support for that teacher. I don't see that working in this district. I often refer to it as a collaboration. The child is spending all or part of his or her time in the regular classroom with the curriculum being adapted and support in there, probably someone working with that child or a small group of children, providing support for the regular classroom teacher. (Jan Brickley)

- Take advantage of opportunities for modeling .

What we're doing is difficult to explain, because it's different for different students, and it's different in each program. As a generic explanation, I just see it as a new kind of approach to special education students which assumes that more normal behavior will evolve on the part of that student by immersing him with normal peers, as opposed to with kids of special education category. It's heavily based on modeling theory. I think it has merit, but lack of resources and current rules restrict us. (Ken Leibrock.)

- Typical experiences are important.

One of the things that we work hard at is trying to use as little adaptive equipment that looks different and trying as much as possible to adapt some things that already exist in the classroom. It's been our experience that they don't use a wheelchair much at all in the classroom. (Doris Johanson)

Jason's mother came to a county board of MR/DD meeting and really reamed out the board for even suggesting that [her son ride to preschool on the MR/DD board bus that carries adults], that her son was not going to ride on a bus that said "county board" on the side of it. The reason her son was coming here was that she wanted her son to have as typical an experience as possible, and being on the bus with a bunch of adults going to work wasn't a typical experience for a child. (Diane Gerst)

Sometimes teachers want to start the child with the disability after everyone else. We usually recommend that the child with the disability start at the same time as the others. (Doris Johanson)

GETTING STRAIGHT INFORMATION ABOUT INTEGRATION

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Chapter 3
Preparing the Fabric: Children

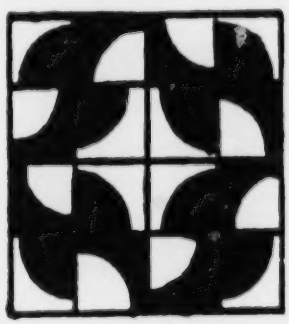
Children: Who are they?

The children we thought about when writing this guide are those between the ages of birth and eight, a period of the most dramatic development during one's entire lifetime. During this period the child's physical and emotional environment and inheritance combine to determine how and how well he or she receives, absorbs and uses information. This is the time when attitudes about self and others are forming; when children begin to sense where and how they fit into their surroundings. The focus is on children with different strengths and weaknesses, differing abilities and challenges; children who concentrate and become absorbed by different things at different times; children with a variety of unique needs.

> *All children are individuals, yet all have much in common. They all have strengths as well as needs. In some cases, strengths may be elusive, but they can be found. All children have special needs some of the time. Are they disabled or do they simply have special needs during a crucial period in their lives?*
>
> Penny Low Deiner (1983) Resources for Teaching Young Children with Special Needs.

There are laws and rules which provide criteria by which children are assessed and become eligible for services. On a personal level, definitions of disability may change over time. As we work with and teach children, their skills increase. As we get to know the child and the family, we see the child more as a child than a child with a disability, and we come to see the original challenge, which seemed so enormous in the beginning, quite differently.

> *There were skeptics out there. They said, "You were able to be successful because you don't <u>really</u> have handicapped kids in there." We had kids with hearing impairments, kids with vision impairments, kids with behavior handicaps, kids with multiple handicaps, but those kids weren't really handicapped because they weren't <u>physically</u> handicapped. (Bev Sidwell)*



Some important things to remember about young children

Children are more alike than they are different.

We develop preferences and feelings about weaves and weights of fabrics that can be as strong as our feelings about color. Explore different fabrics in your work, and you'll learn a lot about what they will and won't do. A baby quilt, or any smallish piece, is a good project on which to learn the qualities of fabric. (Dittman, 82)

I've found that it is really important to remember that the children, at least the ones I've worked with, really do have more in common with the children that are typical than they do have differences. I think all teachers should be special educators in the sense that they are looking for uniqueness and the individuality of each child and trying to focus on what each child needs. I think there's really no difference as to how you deal with children with disabilities. You take them where they are to where they can go. Sure, there are some children who need help at different points, but all people need help at different points in their life. (Libby Dittoe)

One school I saw had a chart on the wall where the children were charting likenesses and differences by color, hair, eyes, whether they were boys or girls, what they liked and didn't like, and so on. (Doris Johanson)

Children are egocentric.

Young children believe that events happen because of something they have done or said or thought. They often feel responsible for things that have happened that have nothing to do with them.

Preschoolers are by nature a challenge in themselves because they tend to be egocentric. They tend to see the world as to how it affects them. It doesn't seem to be that they don't notice somebody can't run as well as they can, or that they're not aware of this, it's only how it does affect them? (Libby Dittoe)

Children thrive on optimism.

Children benefit when adults around them think that things can be done to solve problems. When adults maintain an optimistic attitude, constructive solutions are usually possible. Children sense and appreciate cooperation and collaboration when parents and teachers work together respectfully and thoughtfully and communicate regularly.

The teachers are constantly back and forth between the two rooms, and they are constantly with their plan book trying to figure out how best to do all this. (Pam Slater)

Children who are labeled often carry the label for life.

Labels often create a self-fulfilling prophecy.

I come in and I hear the "county kids" are coming in and I'm thinking, "The who? What am I supposed to do? What am I supposed to call them?" That's how a lot of people referred to them and it got me totally confused. The first thing you remember is that children are children and no matter what, they're going at their own speed. (Bertha Stigger)

When I do tour parents through in January and February, I always make a point of opening the door and saying, "This is our Brown Bears class." They are the Brown Bears. They have a name just like our classes all have names, the Teddy Bears, Kangaroos, and so on. They have names, and they are not "Franklin County." That helps. (Linda Bright)

Developmentally appropriate: What does it mean?

The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness.

Age appropriateness.... Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences....

National Association for the Education of Young Children, Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, 1987

[Trevor's teacher] Iris is the neutralizing force. Whenever somebody said something totally ridiculous, if I objected to it, I wouldn't get away with it. But when they say something way out of line, Iris can say, "But other 4 and 5-year-old kids don't do that. Why do you expect Trevor to do that?" (Diane Gerst)

[At the beginning] we got a lot of things that they wanted him to do. I was working with these children every day. There were other children his age who couldn't do those things either.... At the church they observed Trevor listening to music and they said he couldn't skip or jump or do all the steps, and my goodness, he wasn't even three yet. He was just two, and you know two-year-olds don't do things like that. [The first year] they would do things to him that would be suitable for a nine-year-old. (Iris Henderson)

SOME IMPORTANT THINGS TO REMEMBER ABOUT DEVELOPMENTALLY APPROPRIATE PRACTICE
(Italicized headlines are taken from NAEYC Guidelines, Bredekamp, 1987)

A developmentally appropriate curriculum for young children is planned to be appropriate for the age span of the children within the group and is implemented with attention to the different needs, interests and developmental levels of those individual children.

- Each child is an individual.

Each child is unique. Each one comes into this world with a distinct personality, disposition, set of abilities, range of characteristics. Each is part of a unique family with its own personality, disposition and set of expectations. All are members of many different communities, all of which exert some influence on the family and child.

Although the fiber content is a prime consideration in any pieced quilt, colors and prints are those irresistable attractions for quilt makers. Dazzling contrasts or subtle interweavings of shading excite our imaginations so much that many quilts have been designed around a favorite piece of fabric. One fabric by itself, however, is not enough. So we gather in other fabrics to complement both the primary fabric and the quilt design. (Gobes, p. 14)

The first thing you have to remember is that children are children and no matter what they're going to go their own speed, and just because Johnny doesn't color today doesn't mean he's not going to color tomorrow. (Bertha Stigger)

- A child development approach allows us to take each child at his or her own level.

I had my first nursery school when my son John was two, and that was 28 years ago. I had children with disabilities then, but I didn't think that you shouldn't. Children are children.... What really makes a difference in integration, really what it comes down to is having a child development approach. Even in my elementary teaching that I did, I taught in double-grade schools, where you take each child at their own level. So you just look at each child and you aren't trying to keep everybody as a group. You don't see that as an obstacle if you're used to that. (Iris Henderson.)

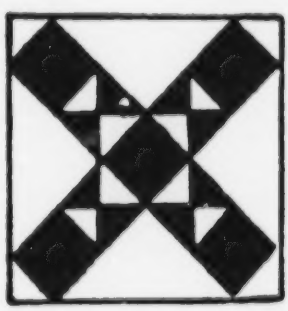
When [one of the teachers] started into class work and she had her first kids come in she said, "Well, I've had kids like this before! I didn't realize that they were in special education. I just thought they had some behavior problems, or they had some motor problems, or they had some language problems." And I said, "Well, that's all special education means, that they need some remediation to help those areas. It's not all that terribly frightening."... Then I think her attitude was, "Everybody should have special education! Everybody should have their individual needs met! Everybody should have what's developmentally appropriate for them!" (Bev Sidwell)

- Learning takes place through play.

Children learn most of what they learn through play, exploration and discovery, when they are given the environments, time, materials, opportunities, encouragement and appropriate supports.

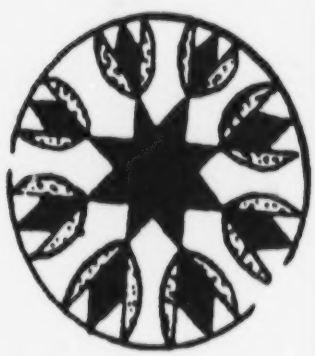
The first day [of preschool] Beth was working and so I was the first one to come home with Edgar. He was so excited, like, "I've got something to say." He can't talk. He was so happy, his fists clenched up around his head, you know he was really excited. Something had happened today that he enjoyed. I stopped by a couple of times. You can just see that he's having a good time. We've learned some of the other kids' names, and if I say, "Did you see Chance today?" he gets really excited and happy about it. I've taken Edgar to Easter Seals where we have PT, OT, and speech therapy. At that time he would hardly use his walker, wouldn't do different things. Now he grabs his walker and runs down the hall with it, because he's seen other kids walk That's the only thing I can see to explain it. The other kids are using his walker. The biggest gag they've got is that Edgar will be at the water table working and they'll take his walker over to the other corner of the room with them. He's learned to take a chair and scoot it across the floor and use it like a walker. We've even seen him hold onto the side of the door and almost take a first step. Those are things that I am sure are the result of the positive attitude of the kids running around all the time that have showed him, "Hey, it's time for me to do these things." (Gene Gable)

Chosing fabrics is such a personal matter that it's hard to address. One of my favorite role models, Mary Ellen Hopkins, has a saying: "Don't get dressed when you're pulling fabric.' She doens't mean to design in your underwear, but to be brave and toss in some startling fabric, fabric you wouldn't include in your daily wardrobe mix. Safge color and fabric choices make boring quilts. (Dittman, 3)



My main goal was to try and present, as we do for all children, a developmentally appropriate program. When I think of a developmentally appropriate program, I mean not focusing on the ABC's and the numbers and those kinds of things. I think that children can get the basic background understanding of all those things by playing with blocks and incorporating things into their play and having those things available that will facilitate later development, but children at this age just are not ready necessarily to have pencil and paper tests and those kinds of things.... Just because a child may have an intellectual handicap, that doesn't mean that we start learning the ABC's earlier or that we water things down. (Libby Dittoe)

- Children need choices.



One thing that works well [in including children with severe intellectual disabilities] is choosing a program that has a developmental approach with a variety of activities to choose from: sand, water, easel, all kinds of materials that kids of different developmental levels can use in different ways but still can be working side by side. That allows them to participate with their age peers. The teacher has to have different cognitive expectations, not necessarily behavioral expectations, and different goals for what the child is going to achieve. (Doris Johanson)

- Children have limited experiences and information with which to understand the world around them.

Children supply answers to questions and form opinions using the information they have. It is important for them to have adults who understand this and who will try to see things from the child's perspective.

- A consistent philosophy is the foundation of a developmentally appropriate program.

I feel very strongly about the philosophy we have here. If someone had come in here with an academic approach to preschool, it would have been hard. I can see where that would have been a problem, if you had conflicting philosophies. One thing that's been good about this situation is that I've had the power to be the director and the teacher at the same time. (Libby Dittoe)

The developmental appropriateness of an early childhood program is most apparent in the interactions between adults and children. Developmentally appropriate interactions are based on adults' knowledge and expectations of age-appropriate behavior in children balanced by adults' awareness of individual differences among children.

- Children are dependent on adults.

Children, because of this critical dependency, have a talent for being able to "read" adults in ways we have long since forgotten. They pick up clues not only by the things adults **say**, but by the **tone** in which it is said; not only by the things we **do**, but through the clues our bodies give when we do them; not only by the way they are treated but by watching how we treat other children, other families and one another.

- Children are eager to please.

Adults need to recognize this and be certain that the things we are asking of them are appropriate and respectful. We should be encouraging young children to do things that are consistent with what they need to be doing in the best interest of optimal development.

- Children thrive in a noncompetitive environment.

The Montessori environment really could ideally be a model one for integrating, because traditionally it was designed for kids to move at their own rate, to go as slow as you need to or as fast as they wanted to without interruptions from the teachers. A good Montessori classroom has everything in it that your child needs, because the teachers have prepared that environment so that if she has a child who has a problem, there's something in that classroom that she can direct the child to and encourage them to do that's non-competitive. (Helen Moore)

- Self-direction by children enhances learning.

Children need to have the option to choose the direction they go in and to have the materials available to use. You have to be careful as a preschool teacher not to overwhelm children with what you think they should be doing. I think that's as true for children with special needs as for other children. (Libby Dittoe)

Many fabrics contain sizing, which will come out with the first wash, leaving the cloth softer than you had anticipated. (Gobes, 14)

- Flexibility on the part of adults allows children to express their personal preferences.

I think the biggest kind of change is becoming flexible. If you're not flexible to begin with it's going to be more difficult to include the child in your class. If you are flexible it's not going to be so hard because you see kids individually, and making change is normal. I always think of a little girl with spina bifida who did so well in the preschool, and the teacher was so open. The teacher and I worked and rearranged the room and thought a lot about how we could really make it good for this little girl. The little girl loved the housekeeping area more than anything else. When she went to kindergarten, the situation was different. The only way to enter the playhouse was through a small door. She couldn't get in the door, it was too small. Also, the arrangements of the tables made it very hard for her to use the classroom exits in terms of fire drills, etc. The kindergarten teacher had been a teacher for several years — she could not bring herself to change her room arrangement and the child never played in that housekeeping area the entire year. She was totally excluded from it. We need to be open to new ideas and do some creative problem solving. (Doris Johanson)

In laying out traditional quilts, the designer can bes so carried away by the brilliance of color, patton and texture available in materials that flights of fancy can transform them into entirely new things. (Mountain Artisan, 132)

To achieve individually appropriate programs for young children, early childhood teachers must work in partnership with families and communicate regularly with children's parents.

- Communicate the purpose of integration.

I think, with their daughter being in this program, that both she and her husband realize there are more important things at this age, like socialization. I just had a conference with the father and he was more concerned with how she is playing with the children. Does she get angry, or has she been really picky about things? I think being in this program they are more concerned about how she is as a person right now, instead of saying she should be this academic genius right now. (Betty Luedtke)

I had at least one parent who feels like it would be good to have one more year of kindergarten. We've got to make some decisions. What is integration all about? And what's the purpose of integration? What would be the purpose of having this child in an age-inappropriate building? (Cathy Moore?)

- Provide information about developmentally appropriate programs.

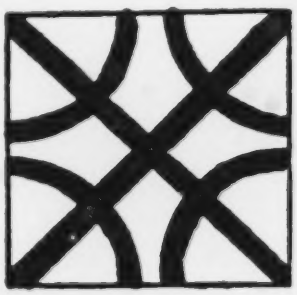
We did have one parent from the regular classroom that was concerned about the integrated effort. She wasn't sure that the program was going to be suited for her daughter. I think she had an academic preschool more in mind and so I talked with her about what was developmentally appropriate and that we really didn't do academics. If we learned those, that was nice, but we didn't target those things. We targeted concepts leading to those kinds of things, comparing and what's the same and what's different, that kind of thing. She came in and observed. She spent a day with us and I think she felt a lot better about it. (Betty Luedtke)

Assessment of individual children's development and learning is essential for planning and implementing developmentally appropriate programs, but should be used with caution to prevent discrimination against individuals and to ensure accuracy. Accurate testing can only be achieved with reliable, valid instruments, and such instruments developed for use with young children are extremely rare. In the absence of valid instruments, testing is not valuable. Therefore, assessment of young children should rely heavily on the results of observations of their development and descriptive data.

- Utilize appropriate assessment strategies.

Assessment should include information from a variety of sources, in a variety of settings, using a variety of strategies and instruments.

The curricular base seems to be an issue. That's a philosophy that takes a long time to evolve, and it deals with what's a developmentally appropriate practice. So we come smack into the forefront of special education practices and regular, typical early childhood practices.... They're now looking at things like how they assess kids and that whole assessment practice that seems to be so negative. Some people ask, "Why are you doing this? It's not developmentally appropriate for a speech therapist to take the kid out of something he's enjoying and test him, and then come back and say there's something wrong." It's time to bring those two factors together so they can truly integrate within their classes. (Carol Quick)



STRATEGIES RELATED TO working with young children and DEVE

Strategies related to working with young children and developmentally appropriate practice

What will I say to other children when they ask about the child with the disability

I always give my selection of fabrics a final test by holding the combination up to a mirror. This little trick never fails to provide a fresh, objective look at the total effect. (Mickey Hawler in Gobes, 52)

- Answer questions honestly, with as much information as children can process.

Children notice everything, including differences in one another, and we expect them to. That is basic to learning. Children also want people to tell them the truth. They will be comfortable with and trust those who honor their wish for the truth. The way to respectfully address their curiosity about differences is to make questions safe. Questions answered by a well prepared adult at a level children understand can go a long way toward reducing any apprehensions. Factual information about disability must always be accompanied by a positive interpretation of disability.

It's not that people don't want to be friendly with people who are different from them. Its just that we're afraid of what we don't know. (Iris Henderson)

I think the acceptance comes for children when the teacher accepts the child. When the teacher accepts the child and responds to them and includes them in everything, generally 3- and 4-year-olds that I've worked with will definitely include the child. They will do what the teacher models. (Sandy McCann)

- Know the truth about disability.

It is important for teachers to be well prepared, to know the specifics about a child with a disability and to be confident about how to respond to questions which arise. A child's family can help prepare the teacher, as can the specialists who work with the child and family. It is important to know how the family talks about the disability at home with the child. What words do they use? Can the child help answer some of the questions that the other kids in the programs will ask? Can the teacher, once prepared, answer accurately, honestly and respectfully?

I remember one little boy with cerebral palsy who could get along very well. He just couldn't get up on his feet independently, so he always needed someone to help pull him up. The first day the children sat in a circle and the teacher was introducing every child, asking each to tell something special about themselves. When she introduced Eric she said," And Eric has cerebral palsy and he wears these little shoe braces." Eric spoke up and said, "Yeah, and sometimes I may have to ask you to help me when I need to get up." Involving the child in the discussion is pretty important. (Doris Johanson)

We've seen a lot of children with asthma which can be deadly. We had training this fall, because I felt my staff was taking the condition too lightly. You need to understand how important it is to know the signs. Talk to the parent. Be sure to have them tell you everything about their child, because every kid is different. (Pam Slater)

If a child is going to be using some special equipment, we recommend preparing parents and children before the child starts. We had one child with spina bifida who used several pieces of adaptive equipment, and the teacher made sure she explained that to every parent as she made her home visits before school started. Sometimes this is done in preschool meetings. I've had parents who get up and talk about their children. One even showed slides of her little girl when she was little, and it was so positive that people felt really good about the child before she came. We've also used newsletters to write something, with the parent's help, to let the other families know, although this is done less frequently. (Doris Johanson)

- Help children ask questions.

Children notice everything. If they do not ask questions about something they think is unusual, it is probably because they sense it is not safe to ask. The last thing we want is for children to be apprehensive because of something they don't understand or to supply their own incorrect answers to questions they dare not ask. The environment must be safe, so that children can ask questions and receive respectful answers, appropriate to each child's level of understanding.

We made a big deal about Casey's hearing disability. We did some hearing things and talked about hearing aids. I check her batteries every day and the kids are really curious. I let them hear the feedback. (Betty Luedtke)

- Use developmentally appropriate strategies to help children understand disability.

Play and stories can help children understand disability from their own point of view.

> *We have read them books. I have My Sister is Special, and Diane has My Brother has Down Syndrome. We have read them to the four- and five-year-olds, not the younger kids. (Iris Henderson)*

How can I support positive relationships between children who have disabilities and other children?

- Give children good information.

Children need to have the right information, and it needs to be provided by the adults who know the child with the disabilities the best (families, teachers, etc.) and by those with whom children have a relationship. Competent, well prepared, assured adults will respect these needs children have. Providing the right information generally goes a long way toward reducing apprehensions, unkind or disrespectful comments or rejecting behaviors.

> *The very first child with whom I worked 12 years ago was a five-year-old boy with Down Syndrome. He was severely delayed, had just learned to walk and was unstable on his feet. We had prepared the teachers and the kids before he was enrolled. The first day all the kids were watching this child, and he lost his balance and fell on top of another child. The child jumped up out of his chair and ran across the room, terrified. The teacher just kept on modeling acceptance, talked to the kids and later they really just worked their way through. (Doris Johanson)*

- Provide children with positive examples.

Adults can model ways to help. It is important to offer ways for children to be helpful without encouraging them all to be "teachers" or to take away too much from their work time and play time. We should observe the children who are helping the child with the disability to see whether they are helping more than is necessary. We can help children understand that children with disabilities are eager to do things for themselves whenever they can. Many times children are overly solicitous or attentive to the child with the disability when they are apprehensive or have questions that haven't been satisfactorily answered. We can offer informative, matter-of-fact statements or a simple question or two. Children can take turns helping. Many will develop friendships which will lead to natural and appropriate help for the friend who has a disability.

The trick is to keep the children with disabilities from being babied. I think some of the kids in a classroom which had integrated a child with Down Syndrome labeled her a baby because of her small size, the way she walks, and because she did not talk to them. (Doris Johanson)

The real advantage of having children of different ages and abilities is that it feels good to teach somebody something. So it's good for everybody. (Helen Moore)

How can I keep a vulnerable child safe?

- Plan for a safe environment.

Children learn optimally when the environment is physically and emotionally safe. When it is physically and emotionally safe in the room, children can use their energies for learning and developing friendships rather than for staying "on guard." Planning for the safety and security of all children requires planning and problem solving to overcome barriers. Good planning begins with an honest assessment of a child's vulnerabilities and the firm belief that all children belong, regardless of disability or other source of vulnerability.

We work alongside the teacher, problem solving as we go, trying to figure out what's going to work and what isn't going to work. A little boy with cerebral palsy has been enrolled in a day care class for a year. Now he's just transferring from a walker to crutches. The teacher and I discussed safety. The chair he's been using that we loaned looks like its too low so next week I have to take out a higher chair and check it out and see if its going to fit. In one case we worked with a parent who was enrolling her child in a co-op. She taught all the parents to lock and unlock her daughters braces and how to help her get up to a sitting position. That went pretty well. (Doris Johanson)

- We can provide the support for children who need extra help.

There are always more options than we are already using. Most programs already provide some extra help for children in the program. The family, administrators, colleagues, teachers in specialized settings all are possible sources of ideas. Is an aide necessary? Is there a student needing an internship, a high school senior needing service hours? Can the school hire an aide? Are there children who can help at different times during the day?

Building up a collection of fabrics is not only fun, but is part of the creative process. The materials themselves will stimulate you and suggest ways of working that migt not otherwise occur to you. (Brown, 15)

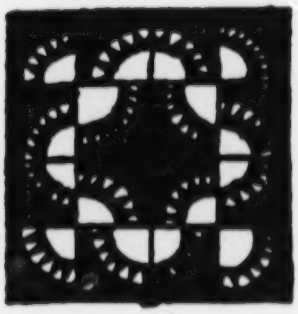
How can I adapt the classroom to accomodate all children?

- Plan for space and materials that can be used by all children.

Families, specialists, other experienced teachers, supervisors and others can help design a space that works for all children. Consider the materials, equipment and activities that all children gravitate toward and plan to use these in your curriculum. Locate these near the children who for one reason or another are unable to get around so that children in the program will go to where the attractive materials are. Take advantage of materials that children with differing abilities at different developmental levels can use in a variety of ways. Clay, sand, water, papers of all kinds and glue, animals, blocks, computers, crayons and magic markers, easels with paint and large brushes, a housekeeping corner, activity boxes for a hairdresser, mailman, hospital worker and many other items can be used in many different ways.

The secret is to have the room set up so that all these things happen naturally. Now we have a computer, and almost all the kids are interested in the computer. (Alicia Cornell)

The occupational and physical therapists came into the classroom to show us what this little girl's physical needs were, as we talked about ways to make her part of circle time. I also have a child with a visual impairment and am learning techniques from the orientation and mobility person. His cubby is marked with a texture he recognizes, and I make sure his book is always empty so he can hang things up. We put little loops on his coat to make it easier for him. (Terry Seiler)



We're just tickled to death because he's doing very well, but I have to attribute a lot of that to the teachers that we had here. We took the time to change our program. We took down a lot of the things in the classroom, because we thought they were overstimulating. We took down many of the things that hang from the ceiling, many of the things off the wall to help to get some of that away, hoping that would help the classroom environment. (Dana Lambacher)

- Remember partial participation.

Every child can do a part of every activity, even if it is a very small part. Thoughtful use of adaptations and supports can increase the parts of an activity a child can do.

We took the suggestions of the specialist in bringing one child to the activities, holding him in the chair. If you asked him he would always say no, so we would tell him, now you will do this. And if he said no, we are going to do it. And we pulled him over and made him just sit in a chair. He didn't participate in any crafts, he would never have any snacks. He always had to sit in his own chair, one particular chair. If you put him anywhere else he would have a fit. But eventually he came around and started talking a little bit. He finally started coming to the table on his own. And towards the end, before he left, he was picking up the scissors and making cuts. He didn't do the projects, but he was participating in some way. He also tried to snack and pour some water one day. We were thrilled. He started talking with us. It came to the point where his mom didn't have to bring him to the door and push him in any more. He was getting out of the car and running in. We felt good about the progress we had made with him and the rapport that we built up with the mom and with the child. (Dana Lambacher)

We have some specific things we do with children with cognitive delays. We try to use the same materials and do the same activities that the rest of the class are doing. For instance, we take a little bag with adaptive crayons, adaptive scissors or other adaptations. We use an adaptation planning sheet that parallels classroom activities and adaptations for those. For instance if I know the teacher is going to read a story about a bear I run a copy of the sign for bear and stick it on the adaptation sheet. (Cathy Moore)

How can I help children manage a long day?

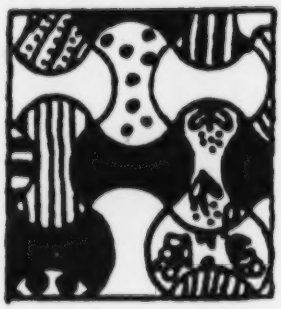
Children in half-day programs will behave differently from those in full-day programs or multiple programs. It is difficult for an adult to manage a straight nine hours without a break. It is hard work to be part of a group all day every day or part of a number of groups. The adults in a child's life need to meet and determine how best to plan for a child in multiple settings relating to multiple adults.

Sometimes children who are here all day need a little more. I used the time out chair so seldom when I taught in a part time preschool. It seems that the time out chair is used most often for children who are here all day. (LaDonna Hoffman)

I don't think it is just the children with disabilities who have difficulty with an all day program. I think its all the kids. That's a long time. They are putting in longer days than we are! (Theresa Beckman)

If a child moves from one setting to another to another, they have to adapt to two sets of expectations. It's like having two jobs and two sets of coworkers and two different offices. It's too much stress for some children and it heightens the problems for them. (Doris Johanson)

What do I do if I suspect tht a child enrolled in my program has a problem?



Because children's development is so complex, it is sometimes hard to know whether a child's behavior represents a temporary lag, a real delay or a different way of doing things. It is important for the family to participate in any and all discussions of a concern regarding a child. Early childhood staff, including teachers, supervisors, principals, directors and specialists, can be helpful resources. It is best to describe what the child is or is not doing, rather than diagnosing. Labels are powerful and should be used with caution. Teacher and family can agree on the next steps, as partners in wishing to see the child learn to the best of his or her ability.

I think sometimes knowing when to refer a child to a therapeutic setting is important. You don't do children much justice by changing a million different things and not seeking out some professional help at times. (Sandy McCann)

Getting straight information about working with children

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Chapter 4
Piecing the Quilt Top: Families

Family-centered: What does it mean?

The philosophy of family-centered care describes a collaborative partnership between parents and professionals in the continual pursuit of being responsive to the strengths, needs, hopes, dreams, and aspirations of families with children with special health care needs.

Larry Edelman, "Recognizing Family-Centered Care: A Group Exercise," Project Copernicus, 1990

Traditional patchwork patterns consist of geometrical shapes that are precisely sewn together to form a block. These blocks are then set together in a pre-planned way to make an overall pattern. (Brown, 35)

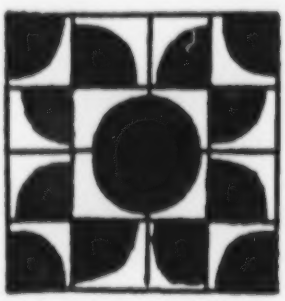
Some important things to remember about a family-centered approach

In early childhood services "collaboration" means parent-professional partnerships as well as collaboration among professionals.

A partnership approach means that professionals and the community share the family's vision of the child's future and work with the family to accomplish that future. In a family-centered program, parents have many opportunities for involvement and they have a freedom of choice in how they will be involved. Program planning is collaborative but families are considered the key team members. Communication is multi-directional. All parties gain from the relationship — especially the child.

- The family is the center of the child's life.

I think one area we can improve on is with our parent contacts. I think there's always room for improvement with that, because parents and family are the main part of the child's life. We're just extras. I'm always looking to be doing more in that area and be involving the family. I notice the schools are making a big effort with that now. I am constantly invited to come and attend all these meetings [for my own children] that I thought would be great, and I still don't come. (Betty Luedike)



- The needs of families should be considered.

I have grandchildren and I have working children, and I figure, what good is a day care center if it doesn't meet the needs of parents? If I say, "Now these are my rules and you have to do this and this and this," if it doesn't meet their job needs, then I'm not helping them. So as much as we can we've always had that approach, to try to do whatever the parents need. (Iris Henderson)

- Parents can benefit from and contribute to the total program.

We want to make sure the parents know and are involved in every aspect, every single aspect of the educational process. (Penny Monroe)

My feeling has always been that the mother should ultimately be the best trainer because she knows how she does it with her child. I always thought it was pretty important for the child to know that his mother knew that somebody else could take care of him and keep him safe. In one case the mother stayed in the center for several days until all staff were trained to care for the child. (Doris Johanson)

"There are times a quilt's a way of sayin' 'welcome'- a quilt for a new neighbor or a new bride, or a new baby. We been doin' that sort of thing all our lives." (Anonymous quilter in Mountain Artisan, 81)

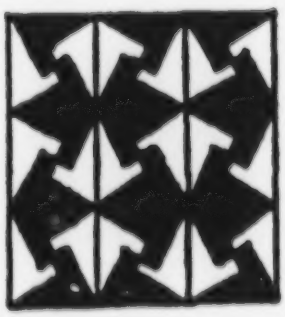
Research substantiates the importance of parent-program partnerships.

Family involvement in programs has been shown to:

- *improve the attitudes and performance of children in programs,*
- *raise the academic achievement of school-age students,*
- *improve parent understanding of programs and activities,*
- *build program-community relationships in an ongoing, problem-preventing way.*

Rich, 1987, p.12

In parent-staff partnerships, the goals, values and interests of the family come first.



Being family-centered means that the child and the family are viewed as key decision-makers in collaboration about a child's program. Professionals and paraprofessionals who respect the family as the constant and most immediate context for the child do not see any decision that the family makes as a "loss" for the child. They do not see their role in collaboration as "against the parent" but rather "in support of the family" on the child's behalf. They recognize that in the long term, the "winning" decisions for the child are the ones that are based on the family's values, wants and needs. The support that they offer to families is to assist them in making well-informed decisions. What professionals bring to collaborative decision-making is their interest in the child and their expertise based on their professional background and experiences with the child. A "win" on the part of professionals and paraprofessionals is when they are able to share their expertise with the family in a way which facilitates (not limits) the family's decision-making process.

We use a family-centered approach. The parent is a primary source of information and a participant in the entire process. The parent knows her child best. Our role is to facilitate a relationship between the family and the center, not be part of a triangle. (Doris Johanson)

Parent-program partnerships result in benefits for all involved — especially the child and the family.

- Children make gains at home.

Going to the bathroom is something else which he would never do before, but they [the teachers] taught us how to turn him around, where he could hold onto the tank, and to support him from the back, and now when we catch him, he goes in the commode, which is great — a savings of diapers and time. (Gene Gable)

It's been very difficult all along to get the administration to understand that it's just as important to go to the meetings and talk with the parents as it is to sit in your therapy room with the child, because the child spends ninety percent of their time with the parents, and I only see them probably two percent of the time. It's kind of silly for me to try and do therapy that two percent of the time and try to cause a change to come about, when I can't meet with the parents and interact with the parents who spend ninety percent of the time. Yet your administration will say, "Well, you're a direct service provider and you need to provide direct service!" They don't always see or understand that meeting with the parent is part of that direct service that you are providing to the child. (Paula Farmer)

- Children make gains at the program.

They [teachers] never put him on the swing. I was there one day, and I was swinging him. He could do it, and they were really quite amazed that he could sit on a swing and swing! (Gene Gable)

Pieced tops are those that are designed and formed by joining a collection of many smaller pieces of fabrics... In all cases, the decorative design and the structure form an integral unit. Each part is dependent on the other and the result of the deceptively simple piecing process is visually complex. (Laury, 76)

- Family members may be able to get things done that others could not.

We don't stop with the person who answers the phone. "Who's your supervisor? Who do I have to talk to give me a direct no? I don't want one from you. I want one from the person who makes decisions." If they can't answer, I want a written letter from them. That's made quite an impact, because they know you're going to go around them, they're not going to shut you down. You have to be very persistent, but it does get the job done. (Gene Gable)

Communication is essential in parent-staff partnerships.

Parents and staff have a responsibility to the child to keep each other informed. Too often communication is viewed as one-way — from staff to parents. But family-centered programs recognize that the program's role is to support the family, rather than the other way around. Therefore communication is two-way. Professionals find ways to dialogue with families and truly listen to what families have to say.

It's very easy to "know," as a professional, what's best for a kid. However, slipping back into the mother mode is important and talking to folks about, "This is what I see with your kid. What do you want?" (Jan Betz)

Communication is our biggest flaw, one of our problems. There are always problems, but partially because not everybody's here at the same time. Dealing with different rooms and communicating with the Ready, Set, Go parents and the Montessori parents can be challenging. We sent a newsletter home, and I don't think that the Montessori parents knew at the beginning that their kids were integrated into that program until we came up with that letter. (Helen Moore)

I think one area we can improve on is with our parent contacts. I think there's always room for improvement with that, because parents and families are the main part of the child's life. We're just extras. I'm always looking to do more in that area and be involved with the family. (Betty Luedtke)

Hundreds of patchwork patterns were developed, named, and exchanged. The names of some of the patterns reflected symbolically what was socially or politically meaningful to the woman at that time: Jacob's Ladder, World Without End, Whig Rose, Star of Bethlehem. Other patterns represented in such images: Pineapple, School House, Wild Goose Chase, Bear's Paw, Log Cabin. (Brown, 34)

Program staff must be sensitive to parent values, perspectives, and needs.

We are working on sensitivity, because sometimes staff are very impatient with parents. They feel that parents should just drop everything and do what they've asked them to do, and [we want] them to understand that may not be a priority at that time. We do not know what other things are happening in that family. Just because we want them to work on fine motor skills or colors or whatever, we can't assume that they don't care. (Pam Slater)

"What with rearin' a family and tendin' to a home, and all my chores- that quilt was a long time in the frame. The story of my life is pieced into it. All my joys and all my sorrows." (Anonymous quilter in Mountain Artisan, 15)

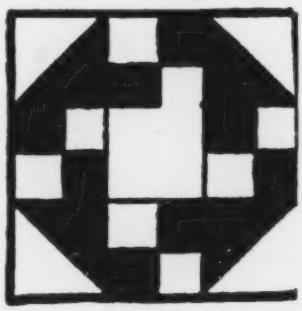
Strategies related to a family-centered approach

- There is a need for more than lip-service.

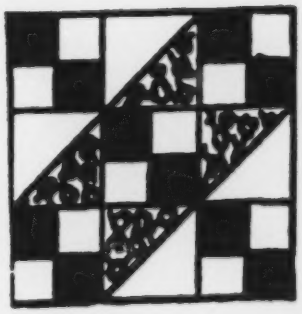
I think the family-centered approach is something that has been given a lot of lip service, but not a whole lot of action occurred in it. What I'm seeing in my program is that there is more need for ways to get families more involved in the actual educational process itself and what's occurring. I think there's a great need for some ways and suggestions for establishing family support groups for parents... Maybe early childhood in general, parents of early childhood kids, need support groups, too. The family is just so important at this age, and we see them such a short amount of time. I don't know what the answers are there either, but it is an area that needs some focus. I know we do our home visits, we do our IEP process, but I still feel there needs to be more parent involvement... It's hard, in that teachers aren't trained to do that. (Toni Custer)

- Provide basic information about child development.

I'm not sure that our procedures have changed very much, but our philosophy probably has matured. The rationale for our approach has grown into a better understanding or better appreciation for what the family is going through when they have a child [with multiple handicaps] at home. We've gone to greater lengths, I think, to help them in ways other than education... We've <u>always</u> tried to get the family's input. We've always tried to take into account what they want their child to learn. Generally what we find out is that they want us to tell them what is appropriate developmentally. One of the things that families have a hard time doing, for example, is figuring out what a two-year-old <u>should</u> be doing. What is a good goal for a four-year-old to be working on? They really need our information in order to make their decisions. That's how it becomes a real working team. We give them the basic information, and then we help them decide on the goals that are appropriate for their child and their family. That's something that we've always done, try to help parents make reliable, good decisions for their child. (Paula Farmer)



Some women made patchwork for their daughters, using pieces from every dress a daughter had worn, beginning with the christening robe. A plain cotton patch might temporarily occupy the central position to be replaced later by a piece of white satin from the daughter's wedding gown. (Hechtlinger, 62)



- Home visits are beneficial.

We included home visits with children in the Preschool Plus program. I found myself gaining a better understanding of those children, just from visiting with the parents and learning about their home life, but also gaining a relationship with the parents themselves. I thought that was just a real, real valuable part of the program, for two reasons. One, it helped me to understand the child better. It's too bad you can't do that with every child that comes into your program. Secondly, I think it really encouraged the parents to become more involved and be more supportive of things that were going on and be more of their child's educator, so to speak. (Libby Dittoe)

The one thing he [my son] doesn't get currently that he'll get next year is home visits. My impression is that they'll do the things they're doing at school so the parent knows how to reinforce that in the home setting also. Now as I understand it they don't have to provide that, but it's an option that the school district has opted to do right now because they do have the funding to do that. (Beth Gable)

- Flexible scheduling can accommodate the needs of the child and the family.

In the other Preschool Plus units they stay all day. They have lunch there, they take naps there. That's a goal down the road. I didn't really feel that he could handle that this year. They were willing to make that adjustment. It was like: What did we feel he could tolerate? They went with my feelings about it, rather than: You have to come for three days a week from 9 till 3. (Beth Gable)

How can parents and program staff keep each other informed?

- Written communication can help.

We have newsletters. We send notes. I send out letters to the parents, for instance, when we have staffing conferences. I send an invitation to the parents by mail and also call to see if they're coming, to see if they need a way to get there or baby-sitting and to encourage them to come. We've had pretty good participation this year. (Pam Slater)

The first year we did this [integration], I sent out a letter of explanation. Looking back on my letter, I guess it was more of an order or directive than it was a letter of explanation. I was a little too gung-ho. I didn't get any parent response. I guess they assumed, well, she's not going to listen to any negative responses on this. I could've written the letter a little differently. (Linda Bright)

- Daily dialogue notebooks provide a good vehicle for communication.

We have a notebook that we write in during each class to interact with the parents. We've used the notebook ever since we started the bus transportation [and lost direct contact with parents]. We make it a policy to write in them every day. They're very important, especially as far as communication is concerned. A lot of our children say only a few words, but they want to tell you about things that happened. We write what happened at school, so that the parents have an idea when the children come home what they've done at school. And then the parents let us know things that happened at home, like what they got for Christmas, if they went to the zoo, or if their grandma died, things like that. It's unfortunate you can't see the parent everyday, so you do the next best thing. (Paula Farmer)

- Partnerships between parents and program staff begin at registration.

This year I feel I did a better job when they came in to register. I made sure that there was a clear approach. I gave them some examples of what we were doing that week and addressed some of their concerns. (LaDonna Hoffman)

- Informal conversations are very important.

You can talk to parents that pick their children up. If something has happened throughout the day, you can tell them directly. (Theresa Beckman)

...when you sew together a patchwork block you always build it up gradually from small beginnings, and by laying it out in this way it becomes clear which sections have to be sewn together first. (Staub-Wachsmuth, 17)

It is sometimes difficult for artist and craftsmen who have been used to working very freely with cloth to adapt to the rather tedious process of making, measuring and cutting hundreds of little pieces of cloth. Do not be put off, however; you will soon develop a rhythm for working that is soothing and pleasurable. (Brown, 42)

That quilt "took me more than twenty years, nearly twenty-five, I reckon,...in the evenings after supper when the children were all put to bed. My whole life is in that quilt...they are all in that quilt, my hopes and fears, my joys and sorrows, my loves and hates. I tremble sometimes when I remember what that quilt knows about me." (Anonymous quilter in Ickis, 270)

One mom started to slowly open up to us, and I related to her one-to-one. She was new to town, and I'm fairly new myself. I sensed that she had no girlfriends to talk to, she had nobody else to turn to, so I would talk to her and say, "I know how hard this must be for you, being in a strange town, not knowing which way you're going, north, south, east or west." I related my feelings of feeling lost in that kind of a sense, too. I think that kind of made her feel calm. And it was just constant reassuring to the mom that we were here for her, if she ever wanted to talk to anybody. I constantly said that to her, too. I said, "I know how you must feel. This is your little boy, and you want what's best for him, and it's the hardest thing in the world to send him off to a strange place." I related on a mom instinct, when I sent my youngest to kindergarten, how my heart broke, and she related to that. (Mary Gallo)

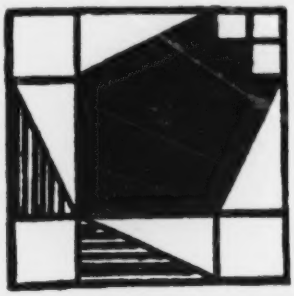
- Trust between parents and program staff may grow slowly.

Realizing more about parents helped me a lot. You have to take it slowly and not overwhelm them with negatives, but point out the positives first and get cooperation before you bombard them with problems that you're having. Some are ready to accept what you have to say, some are not. In each case we have always said, "We have an open door, and if you just want to talk about things, we can just talk." Sometimes that's very helpful. We try not to have three teachers gang up on a parent, before we each have a conference with the parent. We have just little brief talks out in the hallway to prepare them, so that when we do have the conferences, it isn't, "All of a sudden all of these people are telling me these things, and I didn't know about them or understand them." We try to prepare them slowly. It seems to be working better than to just say, "Now, this is what we're going to do, or this is what you need to do, you have a problem." Nobody wants to hear that. But if you work with them to get them to say, "Yes, I have a problem," then I think it's more helpful. (???)

- It helps to reduce professional jargon.

The meetings we hold are family-oriented. A lot of the jargon is gone. The goals have changed. For example, in speech therapy the goal might have been in the past that a child would learn how to say twenty verbs and twenty nouns, or something like that. Now we talk about words that name objects or show actions. (Paula Farmer)

- Program staff can support family advocacy.



The teacher from the SERRC was instrumental in getting a woman from a company for communication devices to come. She evaluated Edgar and showed us the different products that she had. We found one that was really appropriate. Not only that, but it's nice if you can try it out. Right now I have this device on loan, [the saleswoman's] personal piece of equipment. I've had it for three or four weeks now. In fact when I took it up to Easter Seals and I told the speech therapist at Easter Seals I had it, she said, "How'd you get your hands on that?" I said, "It's all who you know and how you go about things." (Beth Gable)

I think that what we're doing now is maintaining a good support system for families. We're helping families transition into mainstream education when it's appropriate and to be a good voice for their children. That's very important. When families are very much a part of the IFSP process, a part of their speech, physical therapy, occupational therapy and an active team member in making the choices for their children, I think their choices are more realistic for their children. (Paula Farmer)

Getting Straight Information about family centered approached and partnerships.

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Chpater 5
Assembling the Layers: Collaboration

Collaboration: What do we mean?

Collaboration is a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible. Collaboration is based on the simple adage that "two heads are better than one" and that one by itself is simply not good enough! (Gray, 1989, p. 5)

Some important things to remember about collaboration

- Why collaborate?

Collaboration is critical to developing and implementing quality integrated programs.

- Collaboration builds relationships.

Last year we [general and special educators] tried to meet once a month on Wednesday after school. We were still getting to know each other... Over the summer we met at lunches to keep in touch, and they came to all of our planning sessions in the summertime to know about our long range planning. We've done social things together, also. (Linda Bright)

The thing that is just beginning to be very comfortable for the staff is the relationship with the school professionals, the school teachers. Our staff tends to not think of themselves as teachers and as very professional people. The Early Integration Training Project training allowed them to get to know other teachers in the school system and realize that they don't know everything either, just like we don't know everything. So while I think that was absent in the past, I think that relationship is beginning to grow. It's at the very bottom level of the trust cycle and we're getting there, but it's very slow. (Jan Betz)

- Collaboration allows for the sharing of expertise, resources, and funding.

Franklin County [MR/DD] has done several things for us money-wise. They have sometimes purchased things. Right now they are helping us with the playground. (Linda Bright)

There have been cases where I've said [to the speech therapist], "I really want to accomplish this with the children. Do you have any ideas about how we can do that? This is what I see as the child's need. Do you think I'm on target about what I'm doing, or do you think I need to change something? What do you think this child does best?" We do have those opportunities to talk. She brings books or things that she thinks might be helpful. (Libby Dittoe)

- Collaboration is critical to ensure a smooth transition.

When the top of your quilt is completed and marked for quilting, the three layers (top, batting and backing) must be fastened ddtogether in preparation for quilting. (Gobes, 23)

Programming decisions must be made in light of information about the child, the needs of families, and programming he or she has received to ensure a smooth transition. Transition teaming can be initiated by the family, by the program which the child is entering, or the program which the child is leaving.

We have a meeting in two weeks on how exactly we're going to transition. That is a non-categorical kindergarten class. Once you get to first grade, you're talking categories. So we have to make a decision about which category of disability a student's going to go into, and which building, and how much inclusion is going to take place. (Cathy Moore)

We're planning integration meetings with each school system that each child is going to enter. We feed into seven different public schools through our program, so we're setting up teaming meetings. Their school will come in and observe the child this spring. We can talk to the kindergarten teacher who will be receiving that child and let them know some of the things they need to watch out for or be aware of when that child enters school... in the fall. I don't know how it is in every school, but in our county testing can take a great deal of time before it gets completed and the child actually gets placed into the program. By doing some teaming with our public schools, hopefully we're trying to get that process occurring before the child hits the steps the first day, plus the school's ready for the child. (Toni Custer)

- Collaboration enables communities to develop comprehensive services.

Public Law 99-457, the Education of the Handicapped Act Amendments of 1986, now the Individuals with Disabilities Education Act (P.L. 102-119), mandated services to children with disabilities from the age of 3 by school year 1991-92. It also created a voluntary program for infants and toddlers (birth through age two) with developmental delays or "at risk" of becoming developmentally delayed. In implementing this act, Ohio has put in place a number of collaborative structures, including the Early Intervention Interagency Coordinating Council at the state level and an early intervention county collaborative group in each county. For more information, contact the early intervention collaborative group in your county. Contact information is available from the Early Intervention Bureau of the Ohio Department of Health.

I would like to belong to some kind of network here of other centers like OSU, which does integration, the Joint Vocational School, different centers, and Head Start, and get together with them regularly and talk about what they're doing. They must have some of the same problems we have. (Helen Moore)

I'm involved in a group called "Westerville Schools, Agencies, and Businesses Working Together for Kids." That's the title, isn't that wonderful? We've all gathered together and our goal is to come up with a booklet that lists all of our resources, so if we have somebody that has a problem we can just flip open our little manual and say, "Here are some places that you might go to in Westerville to help you out. (Linda Bright)

Who collaborates?

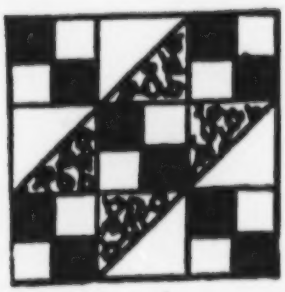
- People who collaborate bring diverse perspectives.

  Children - with and without disabilities, representing diverse developmental levels, cultural and economic backgrounds, family structures, strengths and limitations, interests, cultures and values.

  Adults - from families of children with and without disabilities (e.g., parents, grandparents, adult siblings, guardians, and extended family members); professionals and paraprofessionals from various roles (e.g., teacher, caretaker, bus driver, nurse, therapists, psychologists)

The quest for companionship, gossip, and the lonely things that softened the struggle for survival ended in the quilting parties that illuminated the long, gray winter days. The three layers of color, stuffing, and backing were put into the frame...and the women gathered around it to quilt together and do for each other. (Mountain Artisans, 15)

Pioneer women of the early- to mid-nineteenth century centered a large part of their social lives around quilt-making activities... Each woman would sit at home alone, piecing together discarded patches of fabric in preparation for the day when this patchwork top would be batted (padded), backed, and quilted on the community quilting frames. These early artisans almost always completed their work together because, in most cases, only one quilting frame was available for the entire region. (Hetchlinger, 21)



Systems - including preschools, day care services, mental health agencies, schools, Department of Human Services, health care providers, Head Start, businesses, libraries, political organizations, utility companies, voluntary associations, and other agencies, program funders, associations, advocacy groups, and other organizations. In interagency collaboration (collaboration between systems), it is important to remember that **it is the people within the systems, not the institutions, who collaborate.**

In quality integrated programs the team includes children and all of the adults representing all systems who are involved or invested in a child's program. Diversity in perspectives in the collaborative process enable key team players to go beyond their own limited visions of what is possible. In family-centered environments the key stakeholders in the collaborative team process are children and their families. In a family-centered program decisions about a child are ultimately the family's, and meeting the family's and child's needs is respected as the primary function of the collaborative team process. Program staff who have earned a family's trust and share the family's vision for the child's future have much to contribute to decisions and often influence those decisions.

- Collaborative teams vary in composition.

There's two regular preschool teachers and there's two different teaching assistants. One comes Monday-Wednesday-Friday, and one comes Tuesday-Thursday. We have a student [in a Developmentally Handicap program] who comes as part of her training and helps Monday through Thursday, and she's been wonderful. That's been another nice aspect. We have a speech therapist, the OT/PT, myself and my paraprofessional assistant. We have volunteers from St. Leonard's Center which is a senior citizen's facility, so we also have senior citizens come in and spend time with the children. We have a wide variety of personnel and volunteers involved. (Terry Seiler)

In the mornings we've got the three typical classroom teachers. I have two paraprofessional aides in the morning. The other staff is involved when the students go to special classes. We have the music movement teacher. We have the art teacher. The students go to them once a week... In the afternoon, then, we have the physical therapist and the occupational therapist at varying times of the week, and the speech therapist. I have an LPN with the child [who is] medically fragile. She's with her all the time. The child also has a tutor for a half an hour through that afternoon time. (Cathy Moore)

Strategies related to collaboration

What does collaboration look like?

- **People who collaborate develop interdependence.**

For the collaborative team to be successful, members work together to develop solutions that none could have developed independently.

They had an aide assigned, but it was burning her out to spend the whole morning with the child. He was so difficult to manage. So the staff all met to problem-solve and agreed that they would split the time. Each one took a turn during a time period of the day that they were totally responsible for him. The teacher, the assistant teacher, and the aide, a couple times even the parent counselor came in and assisted.... The mother came a little early each day, when the children were eating lunch, and was there to be supportive of him and to provide an extra pair of hands at lunch time. (Doris Johanson)

- People who collaborate respect and value diversity.

All collaborative team members have different purposes in their participation on the team. They also bring different resources and skills to the collaborative team process. These differences are key to developing creative solutions for integrated settings. Team members must show respect for these differences and deal constructively with them.

We watch the students so much that we really are in tune with what they are doing, and we go back and forth on information. That really helps. But they [special educators] come observing a different way than we do, because of their background and training. They are able to see things that we don't see. Within only five minutes the Occupational Therapist was saying, "He can't transfer from right to left and left to right." As soon as I watched, I could see what she was telling me, but I'm not trained to do that. (Linda Bright)

The most delightful phrases are used in connection with the finishing of quilts. Quilters speak of "the sandwich," "marking out," and putting in."...The finished quilt top, neatly seamed together and pressed, is layered with the batting and backing to make a huge fabric "sandwich," which isthen stitched together with tiny quilting stitches. The areas to be quilted with designs must be "marked out" lightly on the surgace for accuracy in stitching the elaborate design...If a frame is to be used when quilting, thepiece must be "put in" neatly and carefully, so that all edges are straight. (Nelson & Houck, 193)

- **People who collaborate share responsibility for and ownership of decisions.**

The Individuals with Disabilities Education Act (IDEA) mandates that programming for a young child with disabilities be determined through joint decision making. The collaborative team process enables these decisions to be made by all of the key team members who are invested or involved in the child's program. Joint ownership of decisions allows for a better understanding of issues, and therefore results in decisions that address more of the team members' concerns. This sometimes means that decisions that could previously be made by one individual or program must now involve others. Sometimes changing to a collaborative approach to decision-making can be a difficult and frightening transition.

The hard thing for me is working with another system. I'm still not used to that . I go kicking and screaming all the way. I don't know how I could have been prepared for it. That's been a hard one for me, to work with another system, to have these strange public school right way of doing things attitudes to deal with. I'm not used to it. Dealing with the differences is tough. They have different bosses, different rules, different certification requirements, different meetings to attend. It's amazing. (Helen Moore)

I would like to be involved on the IEPs, and from what I learned during the Early Integration Training, anybody that's involved in a major part of that child's life needs to participate and give insight as to what they see the child accomplishing, especially since that child will be in my classroom. I want to be able to do something for that child in my classroom. Even though I'm not responsible for the IEP, I want to help. I'm sure everybody's time is really tight, but when you're talking about a child's future, I think we all need to be involved. (Alicia Cornell)

It is a good idea to set aside a whole day for the actual layering of your quilt, and sharing the task with a friend is even better. (Gobes, 23)

My assistant is a paraprofessional. This is our third year together and she's very capable and very wonderful with the children. And so we do a lot of talking before and after school, and we have different meetings... We stay in close touch about how we're interacting with the kids, the things we're seeing with the kids when we're not with those particular children, and so we are very close in perspective and close in what we see happening with the children. (Terry Seiler)

What does collaboration require?

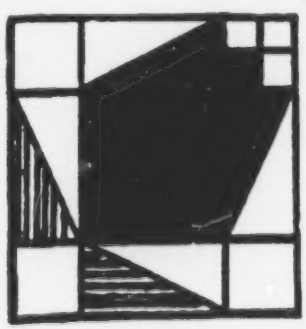
- Collaboration requires communication.

If we want to stay in tune, we must sit and talk together. (Marcie Osborne)

I think the more staff that get involved, the bigger the team, the more problems you're going to have, especially if you're not meeting on a regular basis. We've been able to still keep it together because it's a matter of four of us, and I can get to those teachers pretty well. We're all in this together, and we're all trying to field the problems and questions and answers together. (Cathy Moore)

- Collaboration requires time and planning.

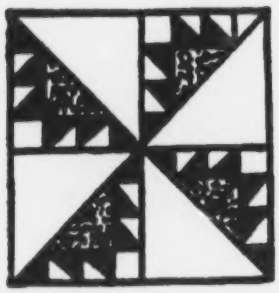
Through collaboration team members develop new and different relationships with each other, which affect how issues will be discussed and resolved in the future. Staff need adequate time for planning and getting to know each other. This requires investment of resources and effort, such as hiring substitutes, meeting in the evening, or having a staff day at certain times during the month.



Team meetings were really hard, because Bertha was working from seven in the morning until five at night without a break. So I run into the kindergarten room and we talk about what we're going to do that day or the next day. As far as talking about the kids, we've just recently started keeping an anecdotal record on each child each day, so at the end of the day we regroup and say, "Okay, did you notice anything really significant about any one particular child in any area?" Right now we're just doing it with my nine kids. I think it's something that would be really valuable to have for the whole classroom, but with that many kids it's pretty hard to do, seeing as how we're having a hard time just making sure we do it for our nine. (Betty Luedtke)

This year my hours have changed to the preschool hours, so that my time starts at eight o'clock, but my children don't arrive until nine o'clock. We have the hour in the morning, during which time we do a lot of communicating. Then I have a half-day Friday without students. Since the three-year-olds come Monday through Thursday, that gives Friday morning free, during which time we can do planning, coordinating the OT/PT and speech person. We have a team meeting approximately every other week, although we are in touch regularly throughout the week, as well. (Terry Seiler)

The district has now allowed up to half a day per month for inclusion meetings. The three teachers that I work with, the regular teachers and myself, are allowed substitutes for half a day per month, where we can just get together and talk about inclusion issues. In addition to that, the two Young Five teachers and I meet every Thursday afternoon. The special education staff meets about one day after school a month, so that brings us together. The regular kindergarten teacher and I get together at least once per week, depending on our schedules. (Cathy Moore)



We have made a concession district-wide, that when there is integration going on, the special education teacher and the regular classroom teachers will have half a day a month in additional planning time. That of course costs some money in terms of substitutes. I was at that building last week. We had three regular classroom teachers and a special education teacher, and in fact we gave them a full day. We had subs for four people for that day to provide some planning time. (Jan Brickley)

- Collaboration requires coordination by all team members.

When the Preschool Plus teacher comes into my classroom, we discuss it beforehand. Our goal is to be organized. [The children] definitely notice when you're not organized. (Alicia Cornell)

A finished quilt which has no imperfections, artistically or technically, is one which was erected within the quilter's comfort zone. No significant learning will occur when we stay within this safe place. (Joen Wolfron quoted in Bittman, 120)

My daughter is in the second grade at Granville. She was in the classroom they call team teaching, although I don't think it was team teaching. It was second grade combined with the first grade classroom. I didn't know quite what to think of this. I just wanted to make sure that Meagan was challenged. This is a pilot program, a split class, but yet each class was twenty-two or maybe twenty-four and two teachers. It was all new to everybody. I just wanted to know how this classroom was to operate and what the intention was....The coordination here has just got to be so smooth. There's a couple other classrooms in the elementary school who are still participating. These are teachers who have been in the same classroom, who work well with the other teacher. They're blending very well. You have to, and you have to get along and have the same train of thought and just pick up right where the other one's leaving off. (Deb Husk)

- Collaboration requires the establishment of common goals.

Instead of focusing on their individual agendas, collaborative partnerships establish common goals. In order to address problems that lie beyond any single agency's exclusive priorities, but which concern them all, partners agree to pool resources, jointly plan, implement, and evaluate new services and procedures, and delegate individual responsibility for the outcomes of their joint efforts.

What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services, 1991, p. 16

What the [EITP] training did was allow our staff to get to know some of the school people who are in the schools now and are serving young children. It got everyone focused that we're all working on the same thing. We're sharing children, but we're all working on the same end for kids. (Jan Betz)

- Collaboration requires networking.

Collaboration means going beyond our own capacities to provide quality integrated services for children. It means building new relationships with others who can also serve the child.

We want to meet the needs of every child within the classroom, but when you have a child with special needs, there might be more needs to be met. In that case, if outside help is needed, one strategy is to use all available outside resources. I have called upon people, and they've been very kind and said anytime I have a problem, I can call and discuss it. This has been very helpful. Whenever there is any kind of a difficulty, we get outside opinions from professionals as to what we can or should be doing or other alternatives that we need to be thinking about. I want to make sure that we provide for each child. (Dana Lambacher)

- Collaboration requires change.

Working as a collaborative team for integrated programming sometimes means a shifting of roles for service providers from their traditional functions in serving children with disabilities.

The third layer the quilt top- is laid over the lining and the interlining. It is then stretched carefully so its edges can be basted firmly and evenly to the quilt lining, which has already been attached to the sidebars of the frame. It is an exciting moment when the maker can see her quilt as a whole before she laundered upon the business of quilting. (Bacon, 153)

I really believe that we need to have regular education folks involved in this stuff. It's not going to work at all if we don't get regular education folks involved from the outset. It's so easy to forget that. What we've cultivated for years— very effectively— is the notion that we'll take care of the masses of broken kids out there, that there's some magic or something special that we do, which we know isn't all that special, and it's certainly not magic. It's just good instruction. But they don't know that, and they think that as long as the kid is in their classroom and his needs are not being met, it's because they're not able to do the magic. (Ken Leibrock)

What sort of changes might collaboration mean to me?

Collaboration might result in shifts in adult roles and responsibilities in serving children. It might mean shifts in attitudes or perspectives. Part II of this book covers strategies for dealing with the sorts of shifts that collaborating to provide integrated services might require.

- It may mean shifting from pull-out services to services in the classroom.

This may require that specialists accustomed to one-to-one activities begin to work with small groups of children, often within the larger group.

The goal of the speech program is that the children have speech goals and speech activities presented in a group situation, so it's not a pull-out program. If there's some small group work done, the speech therapist has taken not just the children of the Preschool Plus program, but other children as well.... She's like another teacher who will play games with them and maybe do some special activities, but it's with other children as well. Our speech therapist also observes children in the natural setting. If your goal is to facilitate language development in children, the only way that can be done is by children using the language in natural settings. She often will just walk around and observe the children in the program in their play during free time, and she might encourage or interact with the children in those kinds of situations. (Libby Dittoe)

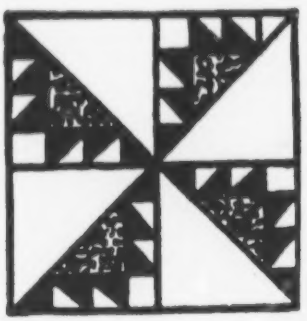
Speech therapy takes place in the classroom within activities that preschoolers do. The speech therapist involves typical children as well. She plans games and different activities related to the theme of the week that the preschool teacher is working on; and she'll set up her game or her activity and target goals for the children who have IEP's. As the typical children come over and are curious, they join in as well, and they provide models for the children who are having speech difficulty. (Terry Seiler)

One of the things we started last year was to try to do more things within the classroom, rather than taking them out of the setting. It's been working pretty well. While they're having group play, the therapist will come and do her games and things with the children that she's specifically supposed to work with, and if other kids come over, it's okay. But she's listening specifically for those children and working with them. [The therapists] enjoy it because then they can do things at lunch, and we've had some of them go on field trips. You learn all the time. They've enjoyed it, and they say it's much easier and the kids aren't as afraid. They don't have to go through that period of getting used to. And a lot of the other kids are feeling like this is just another teacher that's coming into the room, because a lot of them will say, "I want to go! I want to go!" and they aren't feeling like they're being left out. (Pam Slater)

For parents it seems to work better, too. The parents come in and see the speech therapist in the classroom, and I think they feel a little more comfortable about them. (Linda Bright)

- It may mean shifting from a general education to a special education orientation to services.

I think all teachers should be special educators in the sense that they are looking for the individuality of each child and trying to focus on what that child needs. You should be doing that for all children, not just children with handicaps, but all children. If you approach it in that fashion, there's really no difference as to how you deal with children with disabilities. You take them from where they are to where they can go. (Libby Dittoe)



- A shift from being the only adult in the class to being one of many adults may be required.

Instead of working only with young children, classroom personnel may also be working closely and extensively with other adults in various roles.

A concern for one or two of the teachers I work with [was that] they weren't used to having other adults in their classrooms. "What do I do with another adult in here? Is she going to be watching me? Is she going to be...?" I never thought about it before, because we [special educators] have worked for so long having other adults in our classrooms. Because of the teaming aspect, with the specialists and always having aides, I hadn't thought of it that way. Other than a volunteer parent here and there, they don't have other adults in their classroom working right with them. (Cathy Moore)

- The classroom teacher may shift to being a classroom facilitator.

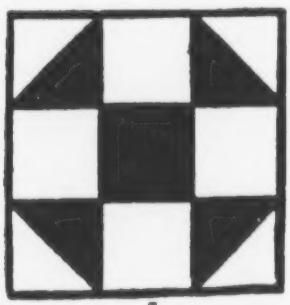
My role has become one of facilitator for the most part. I help with the planning and do some of the teaching. I do a music class with each class once a week. I step in and do some of the activities, but most of the time, I'm in the background being a facilitator. There are two preschool classrooms, so my assistant and I alternate weeks. One week I'm in one class and she's in the other, and then we alternate. That way we're both staying in touch with all of the kids, and I'm keeping track of what's going on with all of the children. (Terry Seiler)

How can I start collaborating?

- Establish a network from which collaborative relationships can emerge.

A network can be established through loose linkages such as making telephone calls, clipping and acknowledging newspaper articles on individuals or agencies, writing letters of interest, making self-introductions at events, or joining task forces or volunteer agencies. Simply knowing contact information and the resources and expertise available at other agencies in the community can be invaluable for creating and implementing quality integrated programs.

Taking its name from the busy moneymaker, a quilting bee was held for the purpose of quilting the finished quilt top which was stretched on a large quilting frame. If the size of the house could allow it, a number of frames, each with its quilt top in readiness, might be set up awaiting the expert hands of the quilters who would arrive in sleighs, wagons, or carriages if coming from a distance, while nearer friends arrived on foot. Women of all ages vied to be among those asked to participate and, of course, good quilters wwere most sought after. (Bacon, 79)



You have services provided locally — the itinerant teacher is from the SERRC Center, therapies in Columbus, so if we need something and we can't get it locally, we just go to them. We've run into a lot of parents who say, "How do you guys know all this stuff?" You just start looking one place and just don't give up. I don't take no for an answer. There's always a way to figure things out. (Beth Gable)

- Practice flexibility with roles.

Many teachers who formerly taught in self-contained units now find themselves playing supporting roles in other teachers' classrooms. Some administrators are called on to play more direct roles, so that more help is available in the classroom. Distinctions about the kinds of work to do among various staff may be more fluid in an integrated setting. Real change requires many people playing many roles.

To all of the children I am another staff person in that room. They will come to me if they have a problem, if they need their coat zipped, and they'll come to me and show me their pictures. I'm Miss Terry, and I'm another person in that room. I'm not specifically there to work with these children. I don't say, "No. Go ask somebody else." We try to be as much a part of the whole classroom environment as we can. We help with the cleaning after school. We do our part. I take my day to vacuum the carpet. It's not that we set ourselves apart. (Terry Seiler)

At the time, as the Director, I had to go into the classroom every day and help the teachers. There were two teachers with fourteen children. Because of the way [one child] was behaving, sometimes it took a third person just to sit with him. If there's a problem, I go into the classroom and I help. I will be their third pair of hands. If it's a situation that they feel that they cannot handle, then I will go in there and I will handle it. (Dana Lambacher)

- Form teams around needs as they arise.

Include all individuals and agencies involved in the child's program in decision-making. The process of teaming often arises out of a need for information and support. As program needs grow, so may the collaborative team relationships.

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Our program is ten years old. Teaming in our program started at the beginning. We teamed, probably, because none of us knew exactly what we were doing. None of us had much early childhood experience. From the very beginning we had a team evaluation. A child came into the program, and we all evaluated him and came up with team results that way. That's something that hasn't changed over the years, except that we've become better evaluators, because we've learned more about development and we've come up with better evaluation techniques and tools to use...

As we grew, we underwent a lot of changes and we gained more access to other professions. We hired a case manager. We needed someone who could work with parents without having to break for the next class. This was an important improvement in our services. Our community relations gradually grew also and the case manager assisted in that. It was nice to have someone to send to these meetings. She then became a liaison between us and these other organizations. If there were things we saw that needed to be done that we didn't have the capacity to do, our case manager could find somebody else in the community who could do it. We also hired a home-based teacher, so we were able to see some of the kids who could not come into the program. Of course the more people you get on your staff, the more experience you have. With each new person we gained new information. (Paula Farmer)

Getting straight information about collaboration

Education and Human Services Consortium *SERIES ON COLLABORATION*.. Copies of the publications are available for $3.00 pre-paid from the Education and Human Services Consortium, c/o IEL, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036-5541, 202-822-8405.

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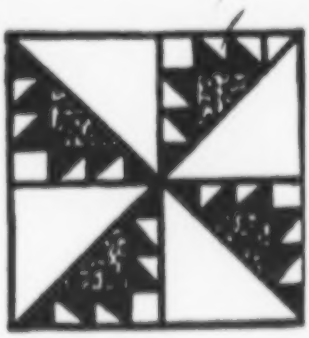
Chapter 6
Stitching Along New Lines: Change

Chapter 6: Stitching Along New Lines: Change

(This chapter is largely adapted from two presentations made by Larry Edelman, "Developing Change Agent Skills: Keeping a People Focus During Organizational Change" and "Changing the Way We Think About Change.")

The quilting stitch contains short, even running stitches taken within a single strand of thread in a short needle. (Brown, p. 21)



CHANGE: WHAT DO WE MEAN?

Change is all around us, in fact it has been said that ". . . the only constant is change." We see this constant change manifested in many ways: the world economy, political boundaries, technological advances, etc. The changes with which this book is most concerned are those which have to do with approaches to serving young children with disabilities and their families. These changes begin with changes in perspective. We are slowly changing as a society from a view which blames individuals with disabilities for their failure to one which sees them as potential contributors to society who need support and resources to fulfill this role. We are also slowly adopting a "family-centered" perspective which recognizes the family as the constant in the child's life and honors their central role as decision makers.

SOME IMPORTANT THINGS TO REMEMBER ABOUT CHANGE

Change is very personal

Change in organizations, systems, and societies is rooted in individual personal change, changes in the ways people think and behave. In a very real sense, **organizations don't change, people do**. Attention to the individual person during the change process is very important.

> *Close to ten years ago when I started, I was working on one of my first cases. She was a little girl who was my own daughter's age and this little girl was never going to walk. I had a healthy two-year-old at home, and I really wondered if could work with these kids without being so emotionally drained at the end of the day. From comparing or just feeling sorry for the kids, I wondered in the beginning, "Is this what I want to do? Can I really do this?" The other thing about working with children with different disabilities was wondering whether or not I could in fact pass it on to my own kids. I can remember the first week, I would wash my hands so often that they were raw by the time I went home. The only thing that helped to overcome that was time and contact. I look back to where I was in the beginning and I was right where most of our teachers are. (Sandy McCann)*

It's almost as if the mind hungers for an artistic outlet to balance the mundane chores of day-to-day living. Inside every practical down-to-earth person there is a wild artist longing to get out. Quilting can provide a challenging and productive exit. (Mountain Artisan, p. 133)

People need to be involved in the change process.

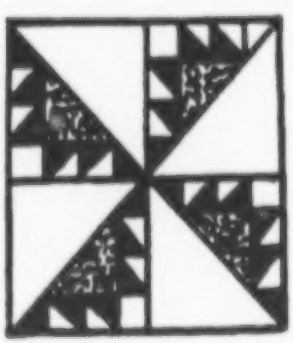
People need to be involved in the decisions which affect them, if they are expected to carry them out. The earlier and more fully people are involved, the more likely the success of the change effort. Everyone who will be impacted by the change needs to be involved.

We were all there, we were all spending that time committed to dealing with the issues that were coming up. We were all being exposed to the same information. We all had the same opportunity to ask questions and to express concerns and fears. That was the preparation that I had, although I feel that working as part of the team was excellent preparation for us, just the fact that that was not a new situation. We were used to working with other adults and sharing our roles and learning from them. (Terry Seiler)

The actual stitching will probably be a real experience to many women today. It is a simple process for anyone who can sew, and like many other forms of needlework, it is a matter of practice. (Ickes, p. 170)

Change often results in temporary overload.

The effects of change, even change which everyone agrees with, can be temporarily chaotic. It is normal to expect productivity to decrease for a time and to feel somewhat "out of control." This means that people need to be supported during the change process. It is stressful. Individuals need time to talk to each other, and to help each other.



Sometimes just getting a chance to say how you feel about the situation can help it. I think of a situation where one of the teachers was very, very negative about a child being in her class. Just meeting together and giving her a chance to talk provided her with reassurance. This was a teacher who has been rated one of the top teachers for several years. She was the teacher the kids wanted to get, she was the teacher that the parents wanted their children to get. I think her big fear was that if this didn't work, it was going to be seen as her fault. Just talking about it helped the teacher to be a little more accepting and helped to work things out. (Sandy McCann)

Resistance is to be expected.

Although resistance is to be expected, people do not simply resist all change. For example, people do not resist a raise in pay, which is a change. People do resist losses that they perceive are products of the change process. People might fear the loss of control or personal choice. In such instances, people may not be resisting change as much as the imposition of change. People also fear the loss of what is known and tried. In all interpersonal dealings respect is paramount. Feelings of resistance are legitimate. People need chances to bring their feelings into the open, explore them and develop alternative solutions.

> *I think one of the hardest things that I seem to battle against is for teachers to change their regular schedule. They have been doing it for years, and it seems difficult to for them to reduce the number of transitions or to reduce the number of times that the kids have to move. (Sandy McCann)*

> *[The teachers] just say, "Come on in." As soon as [the parents] come in you say, "Which of the kids are from Franklin County [MR/DD]?" Of course they can't pick them out. They look just like our kids, except one or two...and then they say, "Well, gee, this isn't so bad, is it?" [The biggest fear was] that "my child was going to behave differently, pick up bad behaviors from seeing them." Just that fear, and not being able to accept it themselves. Most of the time the children are not having a problem accepting it. It would be the adults. (Linda Bright)*

Have you ever done something for the first time, had it work fine, and then found out you'd done it all wrong? I love it when that happens. (Dittman, p. 98)

We weren't necessarily wrong in the past.

Yesterday's solutions were developed for yesterday's problems and were probably appropriate for that time and place. Circumstances change faster than our responses to them which is why change can be so difficult. We need to find the best solutions for today's problems.

Perhaps one of the most intriguing elements in quilts is the way in which certain aspects grow or diminish in importance, depending upon your relationship to them. As work on the quilt progresses, you tend to lose sight of the overall design because new elements of pattern appear... Other elements, another pattern on a smaller scale, lead you to new details. You are always on the brink of new discoveries. (Laury, p. 110)

I think at the beginning we were thinking that we were going to go into the classroom and be a support to the classroom teacher. We were going to just facilitate, so that the students would follow her lead, because we wanted the student to blend in as much as possible into the classroom with the other students. We would be there to help with all the other students, which we are to a certain degree. I think my perception has changed about how that needs to take place. As a special education teacher, if you see the beginnings of a behavior that you know usually comes before something that might escalate, for instance, do you wait until that classroom teacher catches it, when she is trying to watch over other people, or do you step in at the early stages of it? As a special educator, I stepped in for the prevention, and so I find my role now is trying to set it up so they are successful before the classroom teacher actually has to step in with that child. (Cathy Moore)

We are all greatly affected by our point of view.

You can learn to quilt if you can thread a needle and make a simple running stitch. Even if you are a beginner, you will find that as you work progresses and you gain confidence, the basic techniques will soon become second nature. What may have begun as a simple utilitarian function soon turns into a means of self expression. (Brown, p. 18)

Stephen Covey says, "the way we see the problem is the problem." Our various frameworks for viewing the world are sometimes referred to as our paradigms. These paradigms shape and filter what we see and may prevent us from viewing problems, and their solutions, from fresh perspectives. That's why it is vitally important to involve interested others from outside our agencies or disciplines in order to profit from their fresh perspectives on our issues.

I've probably learned more than anything that you can always look at something another way and see it from another side. As long as you do that and try to tear down the barriers that you have inside you, you look at things with an open mind and an open heart. You can learn a lot, and things can be better for you, and for anybody that you are trying to do anything with, regardless of the situation. (Bev Sidwell)

Change involves learning and learning takes time.

As well as holding three layers of the quilt in place, quilting also serves to decorate the quilt in a style in keeping with the rest of the quilt top and to give solidarity to the patchwork patterns. In some quilts, the quilting lines are the most prominent part of the design. In others they form a subtle, very pleasing, textured effect. (Staub-Wachsmuth, p. 58)

Change may involve learning new skills and becoming familiar with new technologies. But more importantly, change often requires new ways of thinking, new perspectives. Adopting such new perspectives requires time and support.

How did I acquire the strategies? First, some of them by trial and error. Second, flexibility. When it doesn't work, I'm not going to go home and cry about it. I'm going to try to do something to fix it. That may mean calling different professionals and saying, "Look, I'm having a real hard time with this, what have you done that's successful?" Third, by getting parent input. (Penny Monroe)

Commitment at all levels of the organization is important.

While a change effort can succeed without the direct involvement of top management, it is extremely difficult. The administration needs to "buy in" at some point or the likelihood of a change effort succeeding is greatly lessened.

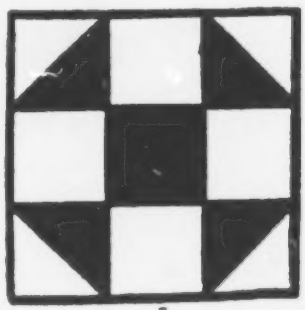
One of the things we've seen is that if we spend a lot of time carefully preparing the administrators in the district and here at the county office, then things seem to fall into place better. Where we have had problems, and where I've seen other places have difficulty, is when we jump in before the groundwork is laid. I think it's true in all settings, but it's probably more critical when you're dealing with the larger systems like the public schools.(Cindy Detwiler)

I'm surprised that I haven't had any of the four superintendents say, "Hey, look! You're spending too much time on preschool!" Nobody has said that. They know, because I log how much time I'm spending on it. Probably twenty percent of my time is spent on those thirty [preschool] kids. You think that it ought to be spread out evenly, but twenty percent of the time is spent on those kids, and probably another seventy percent is spent on the K-8 kids and very little is spent on the high school kids because by then the intervention that you ought to do is in place. (Bev Sidwell)

Some of the support systems in this county are very, very good. One thing that is good for us is that our direct supervisor was the teacher who began our program with the occupational therapist and the speech therapist. She knows first hand how important many of these things are. We don't have to spend our time convincing her that we need this or we don't want to do that. It saves a lot of time and effort. We don't have to campaign to get some of the things that aren't obvious but that make a program click. (Paula Farmer)

Parents and other family members are essential allies in the change process.

Parents and other family members have a vested interest in the way our current service systems look and function. They have a unique perspective on how the systems work and how they might be improved. They are often extremely motivated to assist change efforts because of the situation of their own children.



I advocate casual quilting technique only to get you started. If you like the quilting process, you'll naturally improve technique. There are plenty of books and classes around to help you do that... But all the careful cutting and perfect piecing in the world won't make you love quilting. If you don't enjoy your first attempt, you may not- and probably won't- make a second try. Enjoyment is the prime ingredient in fashioning an active quilter. (Dittman, p. 22)

The purpose of the quilting stitch is to firmly lock the top of the quilt to both its back and the lining in between. (Ickis, p. 167)

I really see [parents] as the most powerful group in terms of making changes in the system. They are able to go in and be more articulate advocates, they know what to ask for, they know what their rights are, and they for the most part know how to do that without being hysterical or abrasive. I see more of those parents really being able to do that effectively and to know what to push for. (Cindy Detwiler)

Strategies related to managing change

Adults in early childhood settings have varying degrees of experience in working with children who have disabilities. It is important that everyone have opportunities to share accurate information and express their thoughts and feelings. Appropriate preparation for change may be as simple as arranging a meeting with the family prior to a child's attending a program or as complex as arranging a series of inservices by medical staff for a child who requires catheterization or suctioning. The most important thing is to create an open atmosphere in which questions can be asked and answered directly.

All children are creative, but many adults have lost confidence in their availability to create; and so, uncultivated, that ability atrophies. To overcome this lack of confidence or fear of failure we have to take certain risks. We enter a phase in which we feel less secure, but, once we pass through this stage, we feel great joy and pleasure in the experience is self-perpetrating. (Gobes, p. 42)

Some strategies for managing change focus on the organization as a whole.

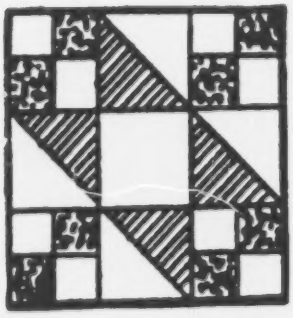
- Develop a shared vision for what you are trying to do.

Here in this building where this is working, we're able to do this because the personnel, both the regular teachers and the Learning Disabilities teachers are a hundred percent supportive of it. Attitude-wise, it's almost like there's no turning back now. (Ken Leibrock)

Just having that planning time or having that time to regroup to talk about behavior problems or anything like that [helps]. Before an integrated program is started, once you know who your staff is, it's very important to get in there and talk about what you expect and what you want to get out of it. (Bertha Stigger)

- Recognize who will be affected by change.

There are people who are concerned about their jobs. Job security is a big issue. If we're talking about integration, does that mean we don't need special educators? I don't know if that's an issue at other places, but that's an issue here. (Lisa Barnhouse)



- Anticipate resources that may be required to address both short-term and long-term costs.

I really think that what is important is to have adequate staff and resources to assist people; a variety of staff and a variety of positions. I think that people have to have opportunities to see successful experiences with kids, to talk with families where it's been successful. (Lisa Barnhouse)

- Develop influence strategies to get support for change.

If you can sell the teacher, a lot of times the teacher can help sell the administrator. But if you can sell the administrator, they can really put the pressure on the teacher, especially if the administrator is hearing it at the state level, too. If the administrator is going to state meetings and the state department is saying your should be doing this, and then the teacher comes up with the idea, "Can I try this and this?" and they jibe, I think it works. (Toni Custer)

Some strategies focus on individuals, their attitudes, beliefs and feelings.

- Give people choices and meaningful participation from the beginning.

Our philosophy has always been that teachers should have an opportunity to express their feelings about being asked to include a child with disabilities, whether or not they had a choice about doing it. I think that to have the opportunity to express their feelings opens the door for them to be able to problem solve and learn new things. (Doris Johanson)

I think sometimes the meetings we have before kids start, just giving teachers a chance to voice their concerns and their feelings is a big part of whether or not they include that child. (Sandy McCann)

I'm in and out of the classroom, so I can go in on a staffing day and I can say, "OK, guys this is what I see going on, and where do you want this to end, and how are we going to get there?" They're still not comfortable with that process, but they're accustomed to it. We'll write it down. "Here's the problem, guys. What's the strategy for addressing it?" It widens their vision of how they can look at problem solving, rather than just being very narrow about, "I'm the teacher, and this is what I see, and this is how I'm going to take it." Now we sit down with three or four people all with different views of where we should go with the problem and work on it together. (Jan Betz)

It has become apparent to us during our years of teaching that even the most competent sewers first approach quilting apprehensively, with the assumption that they must adhere to well-defined rules. We are frequently asked questions about the "right" way to quilt, how a quilt "should" be quilted, and how many stitches to the inch are "required." Novice quilters feel that they should follow the same lines in terms of quantity, quality, and design as quilters have done for hundreds of years. Not so. that option is open to those of you who want to do so, but for those others of us whose busy lives preclude quarter-inch lines of parallel quilting, there are alternatives. (Gobes, p. 24)

- Create an atmosphere where people can ask questions and get accurate information, including through direct, face-to-face contact.

[I would like to see] a lot more sharing of information in the county, so that we do all know what everybody's doing, what is possible to do, what's reasonable for me to expect and what's not reasonable, based on how other programs are doing. I wish we could open up those doors, because there are several different groups doing [integration]. If they're communicating, I'm not communicating with them, because I don't know them. I'd like to be a part of it, if they are. (Helen Moore)

We're very active in [the collaborative group]... It's a good time for us to trouble-shoot on some of the problems that we see, not only with integration, but just in everyday problems. How do we hook up a telephone for someone? How do we get transportation to a child? How can we hook up physical therapy sources to someone? (Penny Monroe)

Some strategies focus on preparation of people for change.

- Help parents make transitions.

In one instance it worked out okay, but it took two years. The mother of a little boy who had cerebral palsy was very much afraid for him to be integrated into even a multi-handicapped classroom, because he was afraid of kids who were walking fast or running or doing things. He lost his balance very easily, so she was afraid for his safety. I invited her to come out to school and play with the kids, even though he was too old to be enrolled in my classroom. He was three years old, going on four. She was involved in physical therapy outside of the school, and she had an in-home person come and do academics, or as academic as you can be at four. She came out to the school and did swimming with the kids and did art and social activities with younger children. After about a four-month period, she was ready to start having him come, and she would sit over in the corner of the room, so she could see that he was safe. It took a lot of steps to get her to realize he was safe. (Penny Monroe)

Hand or maching sewing methods may be used to piece the designs in this book. In some cases the two methods may be combined in one piece. Most sewers have a definitive preference. The confirmed machine sewer is willing to overlook slight inaccuracies in order to complete the project quickly, while the hand sewer accepts the slower pace in exchange for precision sewing... Another advantage to handsewing is that it is portable: you can be piecing a block, while others are knitting or doing needlepoint. (Gobes, p. 19-20)

The Pathfinders Program did sponsor a parent meeting before school started for all the parents — the parents of the typical children, and the parents of the children with disabilities — and there was actually some fear. The director of Pathfinders thought that they might have calls with people withdrawing their children and all. Those things didn't happen. There were very few people at the meeting and the people who were there wanted to know, "How do you sign up for bringing snacks?" There was no real problem about, "How is your child going to affect my child?" (Terry Seiler)

I just sensed that they were maybe not scared but concerned whether they were doing all the right things and whether it would benefit Edgar. But everyone's been so extremely helpful and very interested in Edgar. (Beth Gable)

- Identify and access resources for training and information.

Once we integrated a child who had a tracheostomy into a child care center. We took the staff to a hospital and had the medical staff there train them in suctioning. Then the mother also showed them how to do it. The mother is an important trainer, because she knows how she does the procedure with her child. I think it is pretty important for the child to know that his mother knows that somebody else can take care of him and keep him safe. In this case the mother stayed in the center for several days and suctioned with the staff and then was right next to them as each member of the staff learned how to suction. She never left until every single teacher knew how. We also devised a form that licensing approved that details the procedure. The form is signed by the persons who were trained, the trainer and the parent. We go on-site occasionally to provide support to the teacher. (Doris Johanson)

- Give people "hands on" preparation.

One third grade teacher was so enthusiastic beforehand and then was very upset when she got into actually doing it. I think she was very idealistic and wanted to do the real nuts and bolts of it. She saw how the child was functioning, and it was very, very difficult for her. I'd almost like to see student-teaching or a practicum kind of thing, where you had kids there and show what you need, so teachers have a better feel for what's really involved. It might have been a lot less frustrating for her. (Jan Brickley)

- Consider people's interests and learning styles in preparing them for integration.

When I think of administrators as a group, they're a real left-brained group of people that need that, "Here it is, here's how you do it, black and white, I'm safe, nobody's going to cut off funds, I have it here," real down to earth. That's what administrators want to hear. Teachers want to hear, "Show me how to provide an experience so my children can learn more in my classroom and [I can] provide a better learning environment." You really have people grasping for two different things. (Toni Custer)

- Include everyone in staff development activities.

Inservice is needed not only for teachers but for aides. I was at the high school before. We had high school peer-tutors. The teachers did an inservice with the peer-tutors. (Cathy Moore)

- Get started!

Any journey begins with the first step. If we wait until all the conditions are just right to begin a change effort, it will never happen. Begin with what you can control. The whole agency or the whole system can come later. One person can make a difference.

For me, inspiration usually comes during work, not before it. If the muse comes to call on me, it's when I have already made a show of good faith by plunging into a project idea, working and thinking it through. (Judy Robbins in Gobes, p. 48)

Sometimes you can take too long to make the decision to start. You make the changes as you need to make them. If you implement a program, you find out what you need to do. You can only get the feedback you need once you start. You do make changes, you adapt as you go along. You may think something looks good on paper, but you try it out and it doesn't work at all. The only way you'll know what you need to do is to do it. (Libby Dittoe)

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Chapter 7
Binding the Edges: Leadership

Leadership: What do we mean?

> *Leadership happens "any time one attempts to impact the behavior of an individual or group, regardless of the reason."*

David Dunn, "The Leadership Challenge," presentation notes

Some important things to remember about leadership

Leaders welcome and celebrate diversity.

We must be ready to identify and use the gifts and capacities of each individual — child, parent, teacher, administrator, or community member. We must also analyze and understand how the world responds to people who are viewed as being different.

> *We had a child with special needs that came in and we did not realize that he was going to have special needs when he came. We realized that the very first day, that he did have some difficulties that were going to have to be dealt with differently than the other children. However, my policy has always been, that's the child that we need. More than the others, they need us. And so we wanted to help that particular child. (Dana Lambacher)*

> *We take pride in the fact that we have never turned down a child with a behavior problem or never excluded one that we found had a behavior problem. We feel challenged and we try to find out what problem is and what to do about it. I would feel defeated if I had to send someone home. (Iris Henderson)*

Leaders have commitment.

The leader needs a commitment to the particular organization, a long-term commitment to integration, and a vision of what an inclusive future can be.

Binding adds the finishing touch to your quilt. It outlines the boundaries of the piece and, at the same time, finishes the edges. (Gobes, 27)

Twenty years ago I was in an experimental project at Ohio State, a competency-based project to train teachers for children [who were] handicapped and retarded, so that's my background and my interest. [I got in on this] at the very beginning, before there were mandates, before there were classes, before there was anything. It was all hands-on and gave me a really good feel that that's the way to learn to work with young children with disabilities. Now here we are twenty years later, and finally it's the thing to do. I operated a daycare center for eight years, and we also accepted children who had disabilities. We were the only nursery school or daycare center in town that did that. So this has been near and dear to my heart for a long time. (Jan Betz)

Leaders demonstrate clarity, courage and persistence.

Leaders for change often must take difficult stands, which involve personal risk and inconvenience. It is important that we take care of ourselves so that we can continue to take difficult positions and resist the opposition that is sure to come at times.

I don't know what your perception is of us or what we're doing, but you might think that we're doing something nice. I have to tell you that this past year and a half has probably been the hardest year and a half of my life, professionally. There were times when I wondered if I would survive professionally. The pendulum is swinging in special education, and I'm on the edge of that pendulum. I'm being bounced back and forth between the parents, our superintendent. It's been very, very difficult, painful and stressful. (Jan Brickley)

The gal from MR/DD is overwhelmed. They had a major levy there for MR/DD in November, and it was defeated 3-1. Since that time she has been totally demoralized, totally bombed out about the whole thing. Another person is trying to integrate the whole thing with her. The problem there is that she's responsible administratively for all of the MR/DD programs, for adult services, for everything. She is spread super thin. She would like very much to become more involved with early childhood and she is, but she's a workaholic lady. (Carol Quick)

Leaders are hopeful and optimistic.

Leaders must maintain a positive attitude, to counteract the hopelessness and cynicism that sometimes prevail and that always make progress difficult. Part of this attitude is looking for solutions to problems instead of focusing on the difficulties. Leaders face difficult problems by mobilizing the resourcefulness and creativity of each person to solve problems.

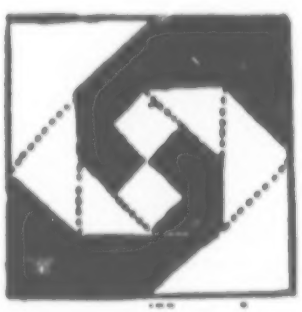
We started out hoping that it would come to pass, started out with just a little bit of money, and the next thing we knew we had enough money to start a little bit. That worked, and success breeds success. As we needed some more money, we got some more money. Every time you are able to get one more kid in and you're able to stretch it this far, and it doesn't break, and you try to stretch it over here, and it doesn't break, you just keep stretching and pulling, and stretching and pulling, and it doesn't snap! That's surprising! In the course of three years, we went from some kids getting some speech therapy when the therapist had time, because we spent the money and bought some materials, and we twisted an arm here and said, "Oh, she's got time to do a couple kids." Now we're serving kids in Head Start, in public school, in kindergarten, at home, and in four center-based programs in three years. That's neat, that it could go that fast and not have any more glitches than it has. (Bev Sidwell)

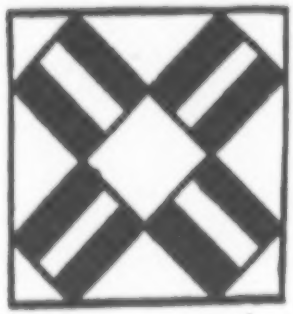
There is an old saying that the proof of the quilting ability lies in the border. The turning of the corner tests the skill of both the designer and the quilt maker, and a neat and well turned corner is proof of the proficiency of both. (Ickis, 156)

Leaders think about the future.

Because real change takes time, a strong sense of the future is essential to people working for integration. Leaders look at what needs to happen over time and anticipate change. Leaders set goals that are related to positive outcomes for children and families. Without a vision of the future, we are uncertain about where we are going and do not know when to celebrate.

I would like to see us really sit down and do our planning together, so that we can accommodate those individual kids. That's my biggest goal for the program. "Let's talk about Carolyn. I think Carolyn is going to really fit over here, and let's look at her." "We have children, who I really think could use some quiet time in your room. Let's use your room. Let's use that space all the time." (Linda Bright)





An early intervention specialist works out of this office, so she can tell me if there are kids with cerebral palsy that are going to be coming along, so I know that, even though this year I don't need to buy lots and lots of knob puzzles and those kinds of things, I know they will be coming down the road, and I need to buy this stuff now. As slow as the wheels turn, you can't wait until today to buy what you need tomorrow, because it isn't going to happen. One of the biggest things that I have trouble getting people to understand is that you have to look at what you will need in May by December, when you first identify the need. You need to order it now. "I need it tomorrow!" Well, forget it, because you have to go through all of the red tape. Getting money from the government just isn't easy, and you have to spend it when you get it and you just can't wait. You have to think what you might be going to need, because if you don't anticipate, and the need arises, you don't have anything to buy it with. You need to look farther than a day or two ahead, and that's hard. (Bev Sidwell)

Leaders are flexible.

This includes the willingness to expand roles and relationships, as well as tolerance of ambiguity. We need to be willing to ask questions for which there are no easy answers or no answers at all and be able to live with uncertainty.

We wanted to know logistically how to [integrate] successfully. I think I was looking for more specifics. I was looking for more of a recipe of how to do this, and what we found was, there isn't one. We're all in this new game together. Let's get in and do it and try to do what is best. (Cathy Moore)

This is public school, and who knows how many kids could move in. That will happen, too. If we do something innovative, we're going to get more people to move into this district because of it, so the costs are even higher. We've always been pretty innovative in this district, and therefore we have a higher percentage of kids with handicaps than you would think. Some of my colleagues who have sat tight and just refused to do anything always seem to have fewer problems than we do. (Jan Brickley)

Leaders think critically.

Leaders must be able to analyze situations and decide what needs to be done. Leaders are frequently the people who ask, "Why?" or "Why not?" Healthy skepticism — but not pessimism or cynicism — is a useful quality for a leader.

We all tend to get very complacent. Now we've got the kids in the classroom, so everything's fine. Let's not rock the boat. Part of my job is to rock the boat and upset things just a little bit. (Jan Betz)

I think that when you get into a new endeavor like this, there's a tendency for everybody to question whether this is really the right thing. On Tuesday, it seems like it, and on Wednesday, it seems like it's not. That's very uncomfortable. Influencing the future of a child's life is a big responsibility, and when your thinking influences the lives of many children, you'd like to be sane, because the responsibility is enormous. If I were only able to be on-site at our programs for more time, it would be helpful. I'd spend more time learning more about the day-to-day logistics, schedules and that sort of thing, because those things have such an impact upon what we can and cannot do. I'd also ask provoking questions, like why group all of our students with learning disabilities together? Sometimes asking the most basic questions leads to examining what has been done for years and to consideration of other ways of doing them that may be better. (Ken Leibrock)

A border, the dictionary tells us, is a boundary, or a margin or edge. It surrounds and hedges in, and also supports and protects what lies within the border... The border frames the pattern of the quilt as a picture is fraud. The rules which apply to picture framing are followed in selecting a border for the quilt. It must reflect and sustain the pattern, but not outside it. (Ickis, 155)

Leaders communicate effectively.

Listening comes before speaking. Good listening means listening with an open mind and an open heart to all dimensions — feelings and values as well as facts — of what someone else is saying. It is also important to express feelings, ideas, facts, beliefs and attitudes in ways that can be heard and understood by others.

I think that really startled people more than anything, that somebody really listened to them. We say, "What do you think?!" and then, "Okay! You could probably make that happen!" It surprised me, too, because sometimes they listen to me! (Bev Sidwell)

It helps to sit down and try to explain to other people your rationale. You learn a lot. You voice things that you never really thought out before. (Paula Farmer)

We do have a really good building principal. She helps if there are any little problems that we might be having, a question from a parent about what's happening here or there. She helps us with that process if we need the help, and in communicating with the special education supervisor when necessary. That's taken care of a lot of the little things that might have occurred. (Cathy Moore)

Leaders trust and support people.

A great deal of the leader's responsibility is inspiring people to do their best. Just as we maintain high expectations for what children can accomplish, it is important that we view everyone (including ourselves) as learning, growing, developing persons. It is also crucial that we offer support and validation to others living through difficult times.

The best ideas come from our rank and file teachers. Sometimes it's funny, because they'll ask permission to do this, and I'll look at those ideas and think, "My word, I wish I'd thought of that!" I tell them, "Gee, it's wonderful! Go ahead!" (Ken Leibrock)

I go for support when I'm needed, but we don't have much time. I did meet with the team at the kindergarten building last week, just to respond to some questions that they had, but we both are spread very, very thin, and it's really pretty much up to that team to carry the ball. A good monthly mutual planning time would be really helpful. It makes the teachers feel empowered if we're just there to answer some questions, to say, "Yes, you can do this," or "Okay, you can go ahead and do this, "or, "It's okay to go ahead and try it." We have very bright and creative people who are doing this. It's not that they need us to lead the way. (Jan Brickley)

I like to use satin for quilt binding. It adds a dressy shine, and it feels good to the touch. Babies especially enjoy a satin bonding. However, Satin is not a tough fabric, and a satin binding will wear out long before the rest of the quilt. Luckily, rebinding a quilt is a quick and easy task. When giving a quilt as a gift, I offer to put a new binding on when the original binding wears out. (Dittman, 16)

Strategies related to leadership

- Learn about the state of the art in early integration.

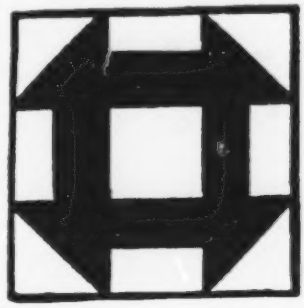
Some people have traveled to visit other programs. Reading about early integration, taking advantage of training opportunities and participating in organizations such as Schools Are For Everyone (SAFE), the Association for the Education of Young Children (NAEYC and local chapters) can also provide helpful information about what other people in other places are accomplishing.

We did a lot of reading and studying on our own. I think that was very important. I got reams of material. I think we probably know as much about what is going on nationwide as anybody. A group of teachers and I visited a suburb in Chicago to see what was going on last spring when we were in the planning stages. Our local Kiwanis group gave us the money to go, which was really neat. Then Ken and two teachers went to another school district in Illinois. So in addition to the reading and studying, we've done some on-site visitations. Initially what we most wanted to know was what this would look like when it's really happening, if it's really working. It really helped to see it taking place someplace else. (Jan Brickley)

We spent a lot of time at the regional center, but we also went to other people's programs. They explained everything to us and what they were trying to accomplish and what their rationale was. Often, it was different from ours and we were able to assimilate aspects of other programs into our own. (Paula Farmer)

- Find sources of support and consolation, and give the same.

When somebody takes the time and says, "You made a difference," that's great! I can run for days! Sometimes you get bogged down, but as long as there's somebody just once in a while that says, "Hey, this is good," you believe it. Positive reinforcement works for everybody. It works for the little kids. When they see they're a part of the group and they belong, they feel good. When I'm trying to do something and somebody says, "Yeah! That's fine, that's good," then I turn around and I share that. I say, "Hey, this parent called me up and said you're doing really great things for her kid." I say that to the teacher, and then they smile, and they try harder, and they keep going. It's that idea that we're in this together. If I hear something good, then I'm going to tell you. That's how we feed each other. (Bev Sidwell)



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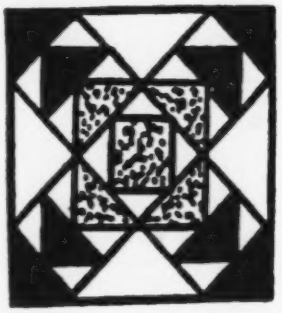
Chapter 8
Smoothing out the wrinkles: conflict resolution

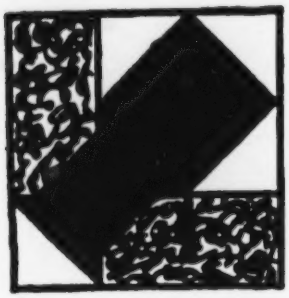
CONFLICT RESOLUTION: WHAT DO WE MEAN?

As is true for all programs, conflict will occur in integrated programs. At first, programs which are just beginning to integrate children may even notice increased conflict. Why? Integration implies change for programs which are currently segregated in services to young children and change often leads to conflict. Integration requires collaboration, and negotiating different perspectives and expertise often involves conflict. Conflict is not necessarily bad. In fact, it can be a "road map to success," if we're willing to follow it. It can lead to improvements in programs and the growth of individuals. Programs which anticipate and strategically welcome the negotiation of potential disagreements can use conflict to make positive gains for the children, the adults, and the programs involved.

Some people said Andrea did not fit into their teaching philosophy and methods. (I wasn't aware that we have only one way of doing things. Are we teacher-oriented or child-oriented?) Some were concerned about Andrea's readiness and their accountability. (A knowledge of an IEP could solve that problem.) Some felt they did not have the expertise. (It doesn't take magic; it takes a willing teacher and a team of support professionals.) Some felt her computer would be too noisy. (How noisy were the other computers in the classroom?) One teacher said, "First graders, being the creatures of habit that they are, will not adjust to Andrea's presence." (Those first graders were the former preschoolers and kindergartners who had had no problems with Andrea's presence.) Some feared being ostracized by fellow educators. (That is a difficult one, but if we all gave in to peer pressure, where would we be?) Some members of the teachers' union were worried about their rights. Some members of the non-certified employees union were worried about their rights. (What about our child's rights to an education guaranteed by law?) Some worried the room wouldn't be big enough to include Andrea. (No comment.) The clincher came when a professional who works with children looked me in the eye and said, "But West Elementary is not the place for Andrea. This is an academic institution." (I won't comment on that one either!) Can you imagine what it is like to have people think, feel and say things like this about your child? They are obstacles that people can allow themselves to get stuck on. But the nice thing about supported inclusive education is that these "problems" can be addressed and solved. Once people are informed, these fears disappear. People just need to be willing to make it work. (Jane Schelich)

The quiltmaking process requires pressing at several stages in order to achieve neat, professional-looking results... Sometimes you will find that the design itself determines how it should be pressed. (Gobes, 21)





I think you're always going to have situations where there might be personality differences. You deal with that lots of different times with people in general. I guess that our job is to look beyond that and say we need to be professionals about this and our goal is to help the child, so let's not give in to any differences that our egos get into about working with children. (Libby Dittoe)

SOME IMPORTANT THINGS TO REMEMBER ABOUT CONFLICT RESOLUTION

Conflict is a natural part of all relationships and all programs.

Every teacher has bad days, and it's not necessarily just geared to children with handicapping conditions.... I've always maintained that since you do not do this for the money, obviously, you do it because you enjoy working with this age of children. I've not really felt that this program has caused me any more bad days than any of our other programs. (Libby Dittoe)

- Conflict can be positive point of growth or it can be destructive.

Conflict will occur— for better or for worse. When conflict results in positive outcomes for all team members, it is for the better. Everybody "wins." Because all team members feel good about the decision, they are committed to making it work. But, when some or all team members "lose," conflict is for the worse. A situation in which some players "lose" is doomed for failure and may damage future relations. Team members who do not feel good about a decision are less likely to work for its implementation and to trust in future collaboration. Team members and leadership must facilitate "win/win" situations so that conflict results in positive program growth.

The mother of a child with spina bifida approached a preschool and said, "You will take my child." So they did. But the teacher was just terribly nervous about taking him. She was just sure that she couldn't do it. I hooked her up with another teacher who had taken a child with the same disability and the same kind of brace and everything else. As it turned out, these two had know each other in years past. The teacher who had done it initially was able to say, "I was scared too, but it really went well, and these are the things I did." I think it really freed her up to be able to think about more creative ways to do it. (Doris Johanson)

In general, it's a rule that we press a seam before we cross it with another seam. There the agreement ends. Some stitchers swear that seams must be pressed to one side for strength... Other stitchers say that's nonsense, that our sturdy, machine-pieced seams may just as well be pressed open. (Dittman, 14)

Sometimes past conflicts influence how people perceive current situations.

Just because of some of my bad experiences in the past, I was afraid whether or not [my son] would fit in. Would it be an appropriate setting for him? Would they take into account some of his special needs and be willing to make adaptations for that? You get into some negative situations that you aren't very happy with, and sometimes you have a tendency to think that all places are like that. You have your guard up. But this has been totally different. (Beth Gable)

Clarity about purpose and roles helps keep conflict in perspective.

We need some kind of on-going training or dialogue with parents to bring them along with us [or vice versa]. We're still at odds with those parents a lot. The parents in the kindergarten program want more! They don't want their kids in a kindergarten class half a day and pulled into what we are calling a resource room in the afternoon. They want them in there all day long. So we're still really not together on it. (Jan Brickley)

Strategies related to conflict resolution

What conflicts might I anticipate?

- There may be anxiety over the newness of it all.

It's a whole new situation to both of them [the special educator and the general educator]. They are not in a familiar territory. It's new territory, new numbers, new people and I think that that has just really exaggerated all of the things that have been going on. (Terry Seiler)

One thing I've discovered is that sometimes you'll have a parent whose child, and I think this is more frequent with physical disabilities than anything else, has been getting therapies from practically day one. And because that's always been a one-on-one situation, the parent's always been there. They get immediate feedback. I've learned through experience that sometimes it's very hard for the parent to transfer to an inclusive typical setting because parents are not getting daily feedback about every single thing the child did during that day. In one situation I worked out a little checklist. I put some little graphics on it that represented the daily activities in the center. Each day the teacher checked off things she knew the child had been involved in. This reassured the parent, and once they did that I think the conflict eased up a little bit. (Sandy McCann)

It is advisable to press very lightly from the wrong side to ensure that your seams are goingin the proper direction. (Gobes, 22)

- New roles and responsibilities may create new "rubs".

Each teacher treats it a little bit differently. They're not sure what the roles should be of the special educator in the classroom, and the regular educator in the classroom. Who is going to carry out behavior approaches? Who initiates them? Teachers feel differently about that. One teacher says, "I want this to be a team, and I want us to go back and forth and feel mutually involved." And then another teacher will say, "I want the students to know that I'm in charge of the classroom." We kind of go with the flow but I don't know that that question is ever going to be resolved, because it depends on the personalities of the classroom. (Cathy Moore)

While good pressing is essential, too much of a good thing can create other problems. Bias pieces can and will stretch, ripple, and change shape if overpressed. (Gobes, 22)

- There may be trouble over turf issues.

It's not a "regular ed.-special ed." issue. It's a "my classroom, my program issue." No matter who it is, it's like, "You're in my territory! These are my children! This is my program!" It's probably not as dire as it seems, except that's been the major stressor. We do carry on everyday, and it is an excellent program, and we're having some great results with the kids, but it's more of a personnel problem than a professional problem right now. (Terry Seiler)

- Making decisions collaboratively may be difficult at first.

Decisions in quality integrated programs are made by collaborative teams. The benefit of team decisions can also be the challenge — that is, team decisions are built from diverse perspectives, expertise, and information.

What we're trying to do this year is bring the people that are the middle management decision makers together and develop an evaluation plan. It's a holistic approach to evaluation, taking a look at an agreement on what is evaluation, and what are our values, and starting from that vantage point. (Carol Quick)

What strategies can be used to prevent conflicts?

- Be sensitive to what people are going through.

When you have three or four adults working their way into their morning circle routine, even though you're there, and the therapists are there, looking for specific things, and working with specific children, the feeling is, "I'm being watched! I'm being evaluated! These people are being critical of what I'm doing!" We've tried to be very, very positive. We tell them, "You have wonderful programs! And you do wonderful things! " They're both wonderful teachers. So we try to help as much as possible. I don't limit myself to the students with disabilities, and neither do any of the other adults who come in. We try to be as much a part of the whole classroom environment as we can. (Terry Seiler)

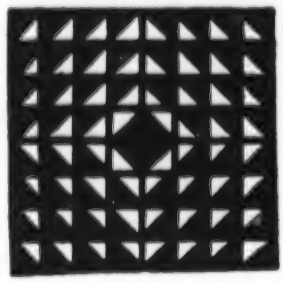
- Provide information and support.

I remember a center where a toddler, who had uncontrolled seizures, was enrolled. The father of another child got upset and made a terrible fuss at the center. He wanted the child out because he "didn't want his child to catch it." So we asked the Epilepsy Foundation to come out and do a parent meeting. He was the only parent that showed up that night, but they decided it was well worth it. The father was so apologetic, he felt so terrible afterward. But you know, he's gone away as a better informed person, and the little girl stayed, and things have been all right. (Doris Johanson)

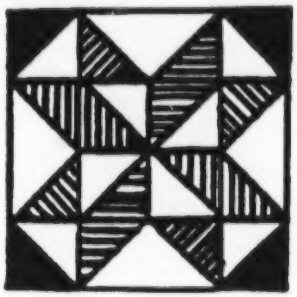
I had a parent call me up and thank me for a preschool program. Wow! All of this time and all of these kids, and a preschool parent called me up and said, "Thank you. You've helped my child." To hear that, "Yeah, it's making a difference..." Different people are motivated by different things. I like to think that I'm making a difference. (Bev Sidwell)

- Touch bases regularly.

Trying to define the roles, trying to work together, coming from two different models, the classroom teacher as the one sole person in the team with everybody working together, those are two entirely different things. I think we need to touch base with that perspective regularly throughout the year, and more so in the beginning, to keep it from becoming a major problem. If you have a monthly meeting for the first three months and then maybe you could drop off to once every three months, and maybe next year if it's the same staff, once every six months you get together and you iron these things out. (Terry Seiler)



You'll need one iron to press seams. You'll be happier with a steam iron, but you can get by with just a dry iron. An iron that turns itself off can be a real nuisance to quilters. A person ironing thefamily laundry (who does that anymore, anyway?) who walks away for an hour has probably made a serious error in reasoning; a quilter is busy, and mindful and wants the iron to be ready when she is. (Dittman, 8)



- Pay attention to the little things.

In the beginning of something new you've got to have that formal kind of "Everybody together, okay, let's say what's bothering you"— even little things like, "It bothered me that I was trying to help this child put their coat on and you stepped in because you know how the adapted way was to do it." or "It bothered me because I, as the classroom teacher, was trying to help that child but you, as a special educator, knew that his goal was to put it on over his head. You know, that really bothered me that you stepped in and did that." Those little things can build, and build, and build, and undermine the whole relationship. (Terry Seiler)

What strategies can be used to resolve conflicts?

- Get on the same side of the table

It helps to face the problem and how to solve it, not each other. Think of conflict resolution as a side-by-side journey rather than a face-to-face fight. Once the issue is targeted, make finding its solution the goal of collaboration. Avoid attacks on each other and side-trips to other issues.

Training in listening skills and developing the attitude that it is important to listen to parents is crucial, so that professionals can really understand parents' expectations. It helps when parents do the same. Getting on common ground regarding expectations of a child is essential to the effectiveness of a child's program. (Ken Leibrock)

If you are doing patchwork, it's handy to pad a stool or chair with a piece of batting and place it next to you by the sewing machine. As you piece the fabric you can iron the seams without getting up. (Linsley, 15)

- Sometimes a neutral third party is needed to mediate disputes.

Sometimes we need a facilitator to help us grow. It's like you need a mediator — an objective person — someone who says, "Okay, what is the difficulty as you see it?" and "What is the difficulty as you see it?" There have been some problems stemming from personality, as well as from the roles. It's not that they [general educators] are not interested. They're just not used to working in the team mode. They're used to having their own classroom. Sometimes it's somewhat of a threat to them, when someone, no matter how willing and how flexible, becomes part of that classroom in anything more than an aide role. I think right from the start, when people are beginning to feel the stress and the pressure of a new situation, and maybe beginning to feel threatened— "Hey! This is my classroom and this person's coming in and she wants to do what in my classroom?" — those things grow and snowball — I think that the best way to prevent them is to take the initiative right from the start, and have somebody say, "Okay, you feel this way, and you feel this way. Would you be willing to give some here and would you be willing to give some there?" Then there's a commitment, the knowledge that, "Okay, I'm changing, but they're willing to change too," so that we can get together. (Terry Seiler)

One day I walked into their class — walked into a confrontation actually, with adaptive phys. ed. They were totally frustrated and were practically ready to walk out. They had a combined class in adaptive phys. ed. and our class — they are barely 3, very immature, cannot work in a group — putting them with their children and trying to do phys. ed. It was almost impossible. The adaptive phys. ed. [teacher] had just reached her limit. She was on the phone to the administrators, "We just can't do this anymore. We just can't integrate. It's just not working. I cannot work with these kids who individually need help, when I've got 15 or 20 of their kids, and they aren't any better than ours." That was hard, because I know where she is coming from. She's there to help those 8 kids. She's hired by Franklin County [MR/DD] to work with those 8 children. She's not hired by us to work with our kids, and here she is with all these kids that aren't doing what they're supposed to be doing.... We sat down. I said, "I know your frustration. I remember as an elementary school teacher, having to sign kid's report card that he passed, and the kid was in no way ready to pass. I refused to do it. That's what you're doing. You're refusing to do it because you know what's best. Go talk to [your supervisor]. Tell her how you feel. You're not going to feel good unless you do that." Then [the supervisor] came out and visited and spent a whole morning out here. I know they talked for about an hour and a half. It all got resolved. But I guess that was my lowest point. It was really hard, because I can understand where they are coming from. (Linda Bright)

GETTING STRAIGHT INFORMATION ABOUT CONFLICT RESOLUTION

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Chapter 9
Tying up loose threads: Solutions

Solutions: What do We Mean?

There are often many barriers (actual and imagined) to the creation of high-quality, inclusive, family-centered services for young children and families. Some of the barriers may be easily solved, while others may require a long-term, coordinated effort. Solutions may be particular to a geographic area, family situation or program and they are always dependent on the local circumstances. Solutions require the belief that something is worth doing and the will to see it through.

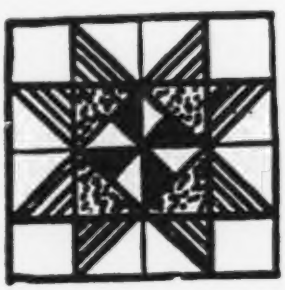
There is a confusing array of threads on the market, and again, you should experiment and then stay with what works best for you. (Brown, 12)

Some Important Things to Remember about Solutions

Rules and Regulations from a variety of sources affect integrated early childhood programs.

- The **Ohio Department of Education** rules for preschool services significant options for services and for collaborative ventures. These same rules govern the operation of 3.4. and 5 year old programs provided through County Boards of MR/DD since these programs are officially the responsibility of the public schools under federal law.

- The **Ohio Department of Human Services** administers the rules related to child care licensing. Certain of the Department's rules relate to health and safety standards. In particular, certain regulations relating to toileting and diapering have been interpreted by some to mean that children who are not toilet trained cannot be with children who are. This is not the case for a child with special needs as long as health guidelines are followed regarding changing areas and procedures.



Toilet training was something we were a bit concerned about. Children who come here are supposed to be toilet trained, and there's always the possibility that there will be some children that might not be toilet-trained, but as yet we've really not run into that problem. After talking with the daycare licensing specialist it's my understanding that it would not be a problem, because would be considered children with special needs and they would still be covered under our license (Libby Dittoe).

- **The Ohio Department of Health** is the agency responsible for the early intervention program which serves infants and toddlers with disabilities (birth through age two). The guidelines from the Department of Health mirror the federal regulations for the program which state a preference for serving infants and toddlers in their "natural environments," whether that be the home, child care center, the home of an extended family member, or any other setting.

- **The Americans with Disabilities Act** (P.L. 101-336) was passed in 1990 and the majority of it provisions became effective in 1992. The Act states that any entity, public or private which provides services to the public, must make reasonable accommodations to allow for the participation of individuals with disabilities. Religious organizations are the only entities exempt from the law. Child-care centers are specifically mentioned in law as a type of public accommodation.

To keep the thread from twisting too much and knotting up, pull it through a piece of beeswax (this also seems to make the thread stronger). (Echols, 22)

Strategies related to solutions

The methods we use to solve problems may be as important as the solutions.

- Build "ownership" of solutions on the part of all those affected by them.

Those most affected by the solutions must be involved in the process of developing them. "The way that we've done it in the past" is not necessarily the way that will work in the future.

- Look at the organization as a whole.

W. Edwards Deming suggests that the individual controls only about 15% of the nature of the work in an organization. The other 85% is the result of the makeup of the larger organizational system and those solutions must be system-wide in nature. Asking people to "work harder" and "give 110%" is not enough if the structure of the system does not serve your ends.

- Seek an outside perspective on issues.

That is what makes collaboration with parents and staff from other agencies so important. Their perspectives can help us see issues in new ways.

- Keep trying.

Implementing a new approach can be difficult at first. Give yourself a break! Try different approaches, evaluate them well and don't be afraid change them.

Strategies related to Financing:

- The current Ohio Department of Education rules may provide a source a funding for integrated options.

The rules regarding programs for 3-, 4-, and 5-year-old children with disabilities provide several options for integrated services. Services may be provided by:

1) An itinerant teacher who serves the child at home or in any setting where the classroom teacher qualifies under Ohio Department of Education rules for early childhood education.

I've worked with many families who want their child enrolled in a community preschool, rather than a special education program. I've been working with a Head Start program to facilitate the inclusion of a child with cerebral palsy into Head Start. The school district has now arranged for an itinerant teacher to come periodically to the classroom, and this will connect the family with public school therapy services. (Doris Johanson)

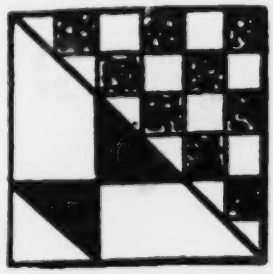
2) Public school or MR/DD staff and their children may be placed in any qualifying community early childhood setting on a permanent basis.

They do sign a contract with us, and all the money that is exchanged is rent for their room and that's it. In addition, they have different funding available to them than we do and have been very gracious. They have outfitted their entire room. They have built the shed in the back for all the riding toys. They purchased most of the riding toys. They always have their ears open and if they hear us say that we need something, if they can help us, they do. They are very open. (Linda Bright).

3) A class of up to six young children with disabilities may also enroll up to six additional children without disabilities for the purposes of integration.

To tie a quilt, thread a large needle with a length of one of these strings. Take a stitch through the three layers from the top, then take a second stitch in the same place. Tie the string in a square knot and cut the ends about one inch from the surface of the quilt. (Gobes, 26)

Thread is cheap; buy the best. If you're tempted by bargain bins of Brand X thread, walk on by. Thread is of prime importance; it has to hold all those little pieces togethe, and you don't want it to break or wear out. Cheap thread can also contribute mightily to a grouchy sewing experience, as it breaks, snags, curls up in your bobbin case, and it won't come out. (Dittman, 12)



Dual enrollment may also be a consideration for some families. The child may attend one program during a certain part of the day and a different program during another portion of the day or week. The purpose of this arrangement may be to address integration goals, provide child care or for other purposes as determined by the individual needs of the child and family.

Those children come to our program three and a half days per week. On the other two days they attend the city school unit for the hearing-impaired. We have a really good collaborative arrangement with the school system. The good part of all that for the kids is that what Head Start offers and what the schools offer are entirely different. As preschoolers in a public school setting, they are expected to sit and they have a very structured day. While they're with Head Start, their structure revolves around eating and playing and brushing their teeth and socializing. So those kids are getting a really excellent integrated program at this point. We do not take any of our children out of the classroom for any purpose. Last year, when we had a little boy with hearing impairment, the specialist would work with him in the room and sign for him. She was the one that helped our teachers to get started on their signing. (Jan Betz)

- The U.S. Department of Education has provided new interpretations regarding the use of federal funds.

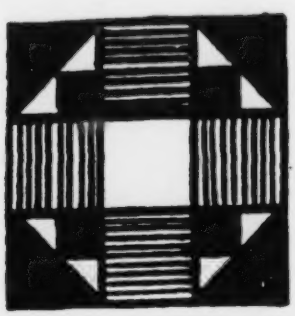
Their rules have been interpreted to allow preschool programs for children with disabilities to pay private preschool or day care tuition for that portion of the tuition which is directly related to the implementation of the child's IEP.

- The Ohio Department of Mental Retardation and Developmental Disabilities provides capital improvement funds for early childhood "centers".

The Ohio Department of Mental Retardation and Developmental Disabilities (MR/DD)has capital improvement funds available for the creation of collaborative early childhood "centers." These centers house a variety of programs in different communities. They may include Head Start, a private child care facility, offices of the public health department, etc. Funds can be applied for through the County Board of MR/DD and can be used for renovation of existing space or for the creation of a new space, if necessary.

- Agencies and organizations can pool resources.

Teach the children how to tie the knots and have them assist. One of the most regrettable things about the passing of the domestic arts is the loss of their great educational influence in forming havits of industry in children and preparing them by a sort of domestic apprenticeship to take their places in the industrial arts and crafts in late life. (Norse & Hechtlinger, 115)



One of the best things that they did, in terms of preschool, was that they got everyone in the county to agree to doing it together.... When it comes to buying some more expensive adaptive equipment, everybody puts their money together. (Bev Sidwell)

Strategies related to staff selection:

- Involve families in personnel decisions that directly affect their children.

When they first talked about the attendant, they had said, "Tell anybody that you feel might be interested to put in an application." This other mother and I knew of a few people, and we told them. They told us they had had only two applicants. They said, "Do you want to be involved in the interviewing?" We know one of the applicants personally. I said, "You guys know Edgar and you know the program. I don't really think I need to be there for the interview," even though I was concerned about who they were going to hire. I put my confidence in them that they would know what to do. (Beth Gable)

- Take certification issues into consideration.

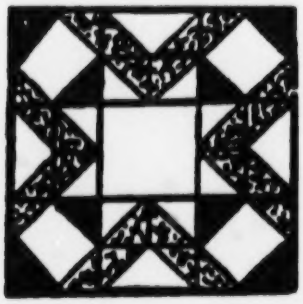
The teacher at the kindergarten center is certified in all of the areas that we are dealing with right now, and I picked her deliberately for that. Now I'll be looking to the State Department of Education to free up some of those certification issues that we're going to get into. She's not certified in visually-impaired or hearing-impaired, but she is certified in Learning Disabilities, Developmentally Handicapped and Multiply Handicapped. (Jan Brickley)

- Consider the personal and professional qualities that are most important.

The key, as in every school is the teacher, and we're fortunate that we have really good, good teachers. (Helen Moore)

Each quilt brings us a glimpse of the person who made it, and provides a very personal link with the past. Through the colors selected, the chosen patterns and prints, the ideas used, and the care in the stitching, we know something of that person which is not communicated in any other way. We also sense the individual's values' for the workmanship and skill, as well as the artistry of the quilt, has made it an object that endures. (Laury, 8)

"The gifted for quilting is like the gift for music. You have to love it. It's borned in you. You have to want to create beautiful things. If you've got it--well, you just naturally make things that are beautiful." (Blanche Griffith, quilter, Mountain Artisans, p. 22)



To end off the thread run your needle through the top layer only, going back over the last five or six stitches. Make a loop through the last stitch, insert the needle into the batting, and run it along for an inch or so. Bring the thread to the surface again and clip the end close to the quilt top. (Brown, 22)

[I'm looking for] someone who has an accepting attitude and wants the opportunity to work with a child with disabilities in the classroom. It's interesting that two of the teachers at the kindergarten center are veterans, have been here for a long time, probably thirty years. They just laughed about special education coming full-cycle. They were very, very enthusiastic about [integration], and still are! There have been some difficulties, but they're still excited about it and willing to continue. I think it's pretty much the attitude. (Jan Brickley)

I recruited the last [preschool teacher] hired. I had observed her doing student teaching, and I saw the potential there. [I saw] genuine concern for kids, a willingness to work with other people, a willingness to learn new skills and take direction, and that attitude of, "Yeah! I'm going to make this go!" Not, "I'm going to be a teacher and I'm going to come in at eight o'clock and I'm going to leave at three o'clock, and I'm going to have my teacher's notebook," but more of that creativity. "Here's a challenge! I'm going to do these things and I'm going to help with these ideas. Hey, isn't this great!" I saw her when the kids would do something well in class and she would be excited for them. That's what a good teacher does! That's the kind of teacher that you want, somebody who genuinely cares about the kids and wants to see them succeed and learn things, and yet somebody who isn't going to do it for them. Kids don't learn, nobody learns, if somebody always does it for them. So you have to have that much concern for them that sometimes maybe it's better to let them fall down, so they can learn that falling down isn't that bad. They can get back up and take off. That's what I saw in Sherry, and everyone that's worked with her has had real positive comments about her, and she seems to be satisfied with what she's doing. (Bev Sidwell)

Strategies related to Physical Space:

- Try simple adaptations of existing space.

The Americans with Disabilities Act requires that all public and private entities which accommodate the public must be accessible to individuals with disabilities. For early childhood programs, this includes considerations for children, parents, and staff. Adaptations to assure accessibility can include major renovations such as adding a ramp or enlarging doorways, but they can also be relatively simple in nature. Consider all aspects of your physical space, including the playground.

I'm thinking of a case we just did recently, where they didn't have to make major changes like building ramps, but simple changes to the room arrangement to make it more accessible. Changing around where their play corner was or art corner, whatever, just let the teacher think through that process . It doesn't have to be a major production, just simple changes like that.. (Tom Masterson)

- Brainstorm possibilities for storing equipment.

Storage can be an issue. In one center we had one little boy who had a standing box, a scooter board, a wheelchair and a walker. The teacher had a pretty small, crowded room anyway. The teacher about went crazy trying to find places to store things. We had to get creative and find a place out in the hall to store the wheelchair. One center stores the wheelchair in the director's office when they're not using it, if the parents don't take it home on weekends. (Doris Johanson)

- Design space to increase both integration and convenience for staff.

At another center I directed they had dividing walls, but the teachers could see each other over the divisions. There was a gate that could be opened and shut. We could see what was going on in each classroom. If the teacher needed something, you could pass it on. I think that would be a wonderful way to have Preschool Plus and the typical classrooms all right there together. (Alicia Cornell)

There are physical things I would [do] that I think would make a big difference psychologically to everyone. I would put one of the soundproof, folding screens — I know that they're not going to build a wall, and they shouldn't have to build a wall — but a simple folding screen, so that when you do music on one side of the room, you don't have to keep it way down with three- and four-year-olds, because you're bothering the other classrooms. (Terry Seiler)

Another trick to work on is hiding the thread knots. What you do: tie a knot in the end of your thread and pull it through the sandwich from the back. Pull it just until it pops through the backing fabric, this buries the knot inside the quilt, and you're ready to stitch. (Dittman, 15)

Getting Straight Information on Solutions

Family Child Learning Center. (1991). *The Preschool Integration Handbook: A Daycare Provider's Reference for Inclusion of Children with Disabilities.* Tallmadge, Ohio: Author.

Gray, B. (1989). *Collaborating: Finding Common Ground for Multi-Party Problems.* San Fransisco: Jossey-Bass.